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SCHOOL LIFE



April 1936

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IN THIS ISSUE

Education—Democracy's Safeguard • Hawaiian Public Schools • America Has Set the Pace • Influence Abroad of American Education • Speaking of Oaths St. Louis Meeting • Local School Units • America's Forums • Educational News

Official Organ of the Office of Education
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WRITE TO:

The Office of Education,
U.S. Department of the
Interior, Washington,
D. C., for published
information on—

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Primary Education

Elementary Education

Secondary Education

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Schools

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Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes *SCHOOL LIFE*, a monthly service, September through June. *SCHOOL LIFE* provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to *SCHOOL LIFE* to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



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Cass Technical High School, Detroit.

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"Is the Educational System, Which We Attempt to Guide, Building Citizens for Democracy?"



I asked that question at the department of superintendence meeting in St. Louis, and I pointed out a few weaknesses in our present-day education which I repeat here because I believe they need our particular attention.

First. There is still too much authoritarianism in the classroom. Would it not be possible to find classrooms in some secondary schools in which the teachers play the role of drillmaster? They probably think they are teaching history or mathematics or English but of much more importance and danger is the fact that they are training human beings to goose-step, and failing to help them to grow up into independent self-respecting, self-disciplined citizens. Democracy like charity begins at home. Our home, professionally, is, in the main, the classroom. *The place to stop the growth of attitudes which prepare people for satisfactory cogs in the great machine of dictatorship is in the classroom of the public schools.* If that means that Johnny and Mary have their dates on the Napoleonic wars slightly mixed, let us not be too worried. We need vastly more planning to induce through good teaching, techniques for independent thinking and expression early in the learning process.

Second. It is a tendency in some quarters, because of theories and of pressures upon school authorities, to mix education with the idea of indoctrination. We have made the transition from the old democracy of the pioneer period, when emphasis was on the tool subjects, to the new democracy of highly complex social organization where the emphasis must be on social understanding. It is natural perhaps that many laymen and even teachers should confuse the teaching of the tool subjects with the teaching of social studies. Of course, John should be taught arithmetic. There is no discussion of the correct answer to the problem of two plus two. But what trouble we get into when we take this word "teach" over into the area of controversial subject matter dealing with social relationships.

I get scores of letters, and no doubt you do too, from sincere people who are saying in essence that our public schools should *teach* (by which they mean *induce*) the learners to *think* some particular way on social problems, to accept certain social, economic, or political choices. And the letters also come from people who are perturbed because youthful students have been permitted to come to what is regarded as wrong conclusions. So frequently it is assumed that children and adolescents should be induced by teachers to believe what their parents believe. Of course that is an impossible task to lay on the doorstep of the public-school system. There are so many parents and taxpayers who have very different ideas about the choices which others should make. For anyone of the innumerable lay groups to be allowed to enforce its will upon American citizens by using the school as an instrument of indoctrination, is contrary to our whole conception of democracy, and is grossly unfair to many other groups which have an equal right to claim a place for their ideas in the pabulum of the school's offerings.

We have yet to clarify for ourselves, and thus for the community at large, the meaning of the word "teach" when it is applied to the debatable, to the controversial, to social philosophy. Suffice it to say here, that this confusion is a definite weakness in our educational structure which has been seized upon by the propagandists and may be taken advantage of by a whole faction eager to control or prejudice the thinking of the on-coming generation. If we honestly believe in bringing youth to intellectual maturity instead of standardizing people by a process of indoctrination, we will give special attention to clarifying our position on this point and devote real energy in the defense of *teaching* as a process which impartially guides and encourages freedom of inquiry and self-validation of conclusions. *It may as well be known first as last that the teaching profession of America is not to be bribed by appropriations or frightened by attacks into acting as the carriers of propaganda for any faction, vested interest, political party, or pressure group.*

Third. Another danger to consider is the tendency to avoid relating teaching to the present-day world and its problems. Perhaps if we could get a clearer view of the function of teaching in the social studies field, we might be less timid in bringing youth and adults to grips with present-day problems.

When the educational system in a democracy avoids the very questions and problems of most vital significance to society it demonstrates that it has lost touch with its point of reference. For if there is one thing which a democratic public enterprise in education should foster and develop, it is the ability of the learners to cope with the *real* issues concerning the social situation. No matter how well we prepare people in the skill of figuring sums, writing essays, typing and bookkeeping—no matter how well we do these things, we fail in a very large measure in our essential responsibility to democracy if young people leave our secondary schools without well-developed habits in the study and discussion of controversial issues. *If the educational system avoids these issues it must be responsible for shunting the real problems into the arena of mass emotion where the inexperienced person may easily be caught in a whirlpool of words to accept unquestioningly the first crackpot scheme offered as an answer to a complex social question.*

Fourth. Still another weakness in our educational structure of which we should be constantly aware is our failure to plan the educative process for communities as a whole involving civic education for the vast majority of adults. Probably you know how much emphasis I have been placing on this relatively new field of education which I regard as our frontier. I feel that the extensive organization of opportunities for adult education is a challenge to the existing agencies of public education in the local communities. Nothing in my opinion can contribute more to the improvement of elementary and secondary education than the direct participation of adults in a learning process managed by the same agency which is at work improving education for children.

Adult education gives us the great opportunity of engaging the active interest of the people in our communities in public education generally. Through this contact we can develop that community understanding which is essential to the vigorous consideration of present-day problems in the classroom. More than this, adult education will do much toward relieving the pressure upon secondary schedules commonly referred to as "stuffing the curriculum." If we can be sure that a large proportion of high-school graduates will continue the learning process in some organized way in later life we shall not feel so obligated to force subject material into the few years of high-school experience.

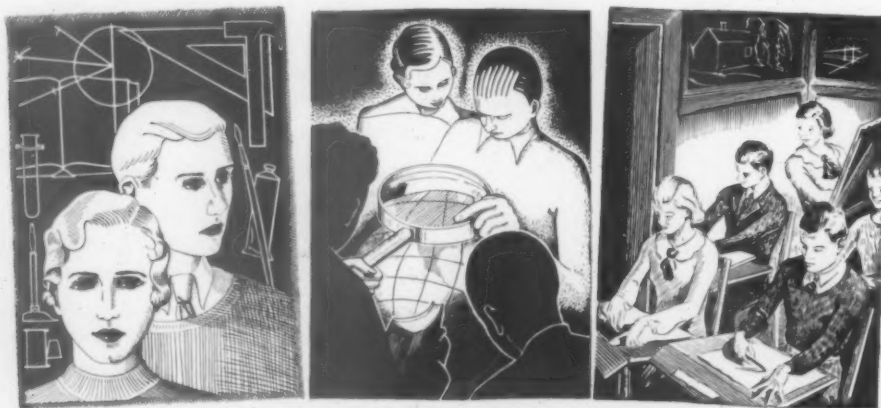
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These four points are offered by way of suggestion of pertinent problems which should be considered when we are analyzing our efforts in the light of our function in democracy.

These problems should be more thoroughly explored in teachers' institutes and should come up for discussion more frequently in teachers' meetings and gatherings of citizens in general. I hope you will let us know what you are doing about such problems.

J. H. Sturden

Commissioner.



Gilbert Owen, of Cass Technical High School, Detroit, Mich., prepared the SCHOOL LIFE cover contest design appearing on this issue. Honorable mention designs, shown above, were done by Elayne Heller, left, Alice Gallinet, center, and Harry Bertoia, right. Subject of the designs, prepared by the Cass Technical High School students under direction of Mary L. Davis, is "Senior High Schools."

Education—Democracy's Safeguard



President Roosevelt's Letter, Read by Commissioner
J. W. Studebaker at the Recent Meeting of the Department of Superintendence of the National Education Association

DEAR DOCTOR STUDEBAKER:

I sincerely regret that pressure of official business makes it impossible for me to accept the invitation to address the Department of Superintendence of the National Education Association. I do, however, wish to extend cordial greetings to you and to express the deep conviction I have that in your hands and in the hands of America's teachers resides the destiny of our country to a far greater degree than in the hands of any other group.

It has been my policy from the beginning of my term of office to rely upon the resourcefulness, the intelligence, the training, and the idealism of men and women chosen from among the best products of our American educational system. Democracy more than any other form of government demands the leadership of a group so chosen.

It is becoming increasingly evident that these leaders can render effective service only when they have the intelligent support of the millions of citizens in this country. To insure this support the citizenship must have an understanding of the problems confronted by those who are at once their leaders and their servants. The public must understand the issues involved in the solutions proposed. This understanding on the part of the public should be one of the chief outcomes of education.

During times like these when changes are widespread and rapid, schools and colleges have an unusual responsibility to bring to the people an understanding of these changes in order that modifications in governmental practices may be made

rapidly enough to keep government abreast of the demands for social and economic progress. If governmental changes lag too far behind vital social needs, the Government is bound to appear impotent in its efforts to serve the common citizen and to advance the public welfare.

May I congratulate you and the teachers of this country upon the excellent service that the schools and colleges are rendering. May I also exhort you to approach your task of the training of the citizenship of this country in a thoroughly realistic fashion. What is going on in many countries of the world to institute forms of government which are not responsive to popular will is well known to you.

The United States still stakes its faith on the democratic way of life. We believe in the representative form of government. We dare not close our eyes, however, to the fact that the only way in which that representative form of government can persist is through an educated electorate. This electorate must be thoroughly conscious of the issues which its representatives confront. It must be trained to assume its full responsibility. It must stand ready to support those representatives who give fullest allegiance to the principles and practices which are fundamental to genuinely democratic purposes.

What our leading statesmen have said throughout all the history of this country is as true today as it has ever been; a free people can remain free only when "they know well the great principles and causes upon which their happiness depends."

Sincerely,

A Trial by Jury

"WHAT are the outstanding frustrations young people of this generation are experiencing? And, in particular, which of these frustrations are intimately related to family life?"

This question was asked by Dr. Frederick J. Kelly, Chief of the Division of Higher Education, United States Office of Education, in addressing the department of supervisors and teachers of home economics of the National Education Association at the recent St. Louis convention.

In answer, Dr. Kelly said:

"Let us step into the high-school auditorium in East Orange, N. J. Through the efforts of the council of social agencies of the Oranges and Maplewood, N. J., Society has been brought to trial on charges brought by Youth. A regular judge presides. Regular lawyers question the witnesses. A jury has been empaneled in the regular fashion. Witnesses give their testimony under oath.

"Months have been used in gathering the facts for presentation to the jury. On the basis of these facts, Youth arraigns Society on 16 counts, the most important of which are these:

- "1. Society allows youths to be employed at starvation wages.
- "2. Society makes inadequate provisions whereby young people can make enduring friendships and choose wisely a mate.
- "3. Prolonged unemployment and low wages prevent establishing a home.
- "4. Society allows pitfalls for Youth to continue, such as obscene literature, saloons, and gambling devices.
- "5. Society allows inadequate use of leisure-time facilities such as public buildings, schools, churches, and playgrounds.

"As the testimony continues, the evidence becomes entirely convincing. Girls are working for wages insufficient to provide even the cheapest board and room. Some of them use the well-known way to supplement their income.

"Young men are working at jobs, supposed to be permanent, at wages wholly inadequate for maintaining even the humblest home.

"Young women without a place in their homes to entertain men friends have met young men and married them without either one ever having been in the other's home. In fact, in some instances the only places where they have been together before they married were on park benches, on dance floors, in movie houses, and the like.

"Young people with commendable frankness testified that the greatest hardship of the prolonged unemployment period was that they were unable to marry and establish their homes. The abnormal relations between the sexes resulting from the girl's having a job while the boy has not, and the unwholesome attitude toward sexual relations arising from long-delayed marriage result in a loss of either morale, or self-respect, or both.

"Magazines were displayed and quoted from on the witness stand. People were shocked by their obscenity. Stories of saloon scenes were told. The appeal of gambling games was realistically depicted and accounts of young people's losses were given.

"Young people who said they would have preferred being in the high-school gymnasium told where they spent their evenings because the gymnasium was closed. Young people expressed their regret that churches did not more generally use their plants more hours per week. In short, even if Youth desired wholesome recreation there was little to be had.

"All these and many more evidences of Society's neglect of Youth were brought out at the New Jersey trial. Youth was not bitter. Youth did not berate Society. Youth said in effect, 'These are the conditions in which we are asked to grow into manhood and womanhood. They are in the main beyond our control. We shall be found to be in part the product of these conditions. Society, of which we are a part, will pay the price with us if we become less able than we might be to contribute to social progress.' Youth offered its case to the jury to decide whether Society was guilty or whether Society was doing all that could reasonably be expected.

"The trial had lasted three evenings. An audience of as many as 1,500 people heard the evidence. The jury promptly returned a verdict of *guilty* against Society. The judge placed Society on probation for 1 year with instructions to report at the end of the year what had been done to remedy the faults charged."

Dr. Kelly pointed out that the New Jersey trial conducted nearly a year ago provides a clear description of "the frustrations of youth."

"Be it said to the credit of youth," he added, "in most cases, they speak with their chins up, with pride in their country, with faith in the future, and with determination to help find the solutions of the problems confronting them."

★ National Conference

A FORUM where problems affecting human welfare are discussed features the sixty-third annual meeting of the National Conference of Social Work to be held May 24 to 30 in Atlantic City, N. J. Approximately 50 other social-work organizations will meet in Atlantic City during conference week as associate groups. Among these are the American Association of Schools of Social Work, the American Association of Visiting Teachers' and the National Children's Home and Aid Association. Several character-building, welfare, and probation associations also are included.

Programs of the five general sessions as announced include: The presidential address of Monsignor Keegan on "Democracy at the Crossroads"; Edith Abbott, dean of the School of Social Service Administration of the University of Chicago, and Mayor Fiorello H. LaGuardia of New York on "Public Welfare and Politics"; Prof. Parker T. Moon of Columbia on "International Peace and the Common Good"; President Harold W. Dodds of Princeton on "Government and the Common Welfare"; and Dr. Solomon Lowenstein, executive vice president of the Federation for the Support of Jewish Philanthropic Societies of New York City, on "National Security—What Price?"

★ Near Canadian Border

A FIRE recently destroyed the building and equipment of the Washington State Normal School at Machias, Maine. This school is probably the farthest east of all the institutions of college grade in the country, and is about 40 miles from the Canadian border.

Hawaiian Public Schools



Typical second graders.

HAWAII has school problems of real and unique difficulty, differing in many respects fundamentally from those of normal mainland situations. These facts are obvious to an observer familiar with American school conditions. The same observer appraising achievements accomplished and those under way, cannot but experience considerable satisfaction in and a growing respect for the practical progress made and the generally progressive outlook of those responsible for the schools. In Hawaii, as elsewhere, it is only in the light of an understanding of the social and economic situation to which the schools must be adapted and an acquaintance with the history of public education, at least since annexation, that one gets the background and setting adequately to appraise the present situation.

In the first place one must realize that Hawaii, with all its beauty and charm, is not alone a "world's pleasure ground", though it is chiefly that phase of its life that we of the mainland are accustomed to consider. Life there, as elsewhere, has its work-a-day side. It involves serious problems, social, economic, and educational, which are met with varying degrees of success or failure as human beings meet their problems the world around.

Since 1898 the United States has assumed responsibility for the welfare of approximately 15 million people in its widely scattered outlying parts—varying racially, culturally, and traditionally from each other and from the people of the mainland. With characteristic optimism and confidence in education our people have hoped that the assimilation of these varied groups into a new type

Katherine M. Cook, Chief, Division of Special Problems, Recently Returned from Hawaii, Tells of Unique Educational Problems



Homemaking and child care class in a Honolulu slum district. The cottage is used to demonstrate the possibilities of inexpensive improvements, cleanliness, and simplicity.

of civilization could and would be achieved naturally and smoothly through the establishment in each of free, universal, public education patterned after that in mainland school systems. Since, in considering social progress in each one of the outlying parts of the United States, certain comparisons among them are inevitable, it is important to recognize that the situation in Hawaii differed widely at annexation from that which prevailed in any of the others at American occupation.

Looked toward mainland

Before Hawaii became an integral part of the United States it had become "Americanized" in a very real sense and in a variety of ways. Its people had for many years looked toward our own mainland for governmental, economic, and social standards, and ideals. This was particularly true in education. Hawaii today "points with pride" to schools established more than 100 years ago to

which the people of the western coast in the pioneer days of that region sent their children for an "American" education. This convenient arrangement saved the long trip around the Horn to the less-known, and no-more-American in attitude, boarding or day schools in the "East". Long before annexation Hawaii had schools and a school system. Democratic ideals of free universal education, English as the language of instruction, a complete public-school system organized much as were such systems on the continent, were all well established. As early as 1890 the population of school age was practically all enrolled in school. Annexation apparently brought no more serious education problems of adjustment than were to be met in certain of our mainland territories on admission to the Union. Public and private schools were more or less adequate to the school population and the financial burden involved in their support was not great in consideration of the growing resources and population of the islands.

It was with development along modern lines toward democracy in government and education and toward better adjustment to western civilization that serious problems evolved. Hawaii's resources, as is well known, are agricultural. Their development through industrialized agriculture resulted in the importation of unskilled, poorly paid laborers, chiefly from the Orient, in large and rapidly increasing numbers and for at least two decades. Before the situation was fully realized there followed an unprecedented growth in the school population, taxing the islands' human as well as financial resources to supply classrooms and teachers rapidly enough to accommodate the children who knocked at the doors of the schools. Classrooms insufficient in number and crowded beyond reasonable capacity created one serious teaching problem. Multiplicity of races and languages, since laborers came from many countries of Europe as well as Asia, created an even more serious one. Schools were necessarily staffed in large part by teachers from the mainland to whom Hawaiian conditions offered a widely different situation from any they had previously known. They, with the children, must learn to adjust themselves as well as to adjust the schools in organization, curricula, and instructional practices to a situation at that time quite unprecedented in the experience of American educators.

It is possible here merely to point out a few conditions which gave rise to the educational problems that followed closely in the wake of annexation and economic development. In 1900 Hawaiians and part-Hawaiians constituted approximately 25 percent of the total population; Portuguese, Puerto Ricans, Spanish and "other Caucasians", approximately 19 percent; Chinese and Japanese, 17 and 40 percent, respectively.

Census data

While certain shifts in the population took place between 1900 and 1930, they were rather in the direction of heterogeneity than away from it. Census data for 1930 show the following situation (in round numbers): Hawaiians constitute approximately 6 percent; Caucasian- and Asiatic-Hawaiians, 7.6 percent; Portuguese, 7.5 percent; Puerto Ricans, 2 percent; Spanish, 0.3 percent; "other Caucasians", 12 percent; Chinese, 7.4 percent; Japanese and Koreans, 40 percent; Filipinos, 17 percent; and all others, 0.3 percent of the total population. In 1932 (the latest data at hand) of the total school population, more than 54 percent



A typical Hawaiian class. Principal, school nurse, and teacher are in rear.

is Japanese; 15 percent, Hawaiian and part-Hawaiian; 8 percent Portuguese; 9 percent Chinese; 2 percent Korean; 5 percent Filipino. Puerto Ricans, Spanish, "other Caucasians", and "all others" make up the remaining percentage of approximately 7 percent of the total. These figures, showing the racial constitution of the school population, indicate to educators experienced in racial and language problems, something of the magnitude and complexity of Hawaii's school undertaking in training for prospective citizenship the youth enrolled in its classrooms.

Difficulties with which the Hawaiian school system was confronted in furnishing classrooms and teachers adequate in number and professional qualifications to the demands of its rapidly growing school population are indicated by the following facts concerning school enrollment: In 1890, preceding annexation by 8 years, the schools enrolled 10,076 children; in 1900, 2 years following annexation, the enrollment had grown to approximately 15,500; 10 years later enrollment was 20,250, while for the succeeding periods indicated the increase can be judged by the following enrollment figures: 1920, 41,350; 1930, 76,764; 1932, 80,474.

Inadequacy of classrooms and seatings and excessive teaching loads which followed the rapid growth in school enrollment gave rise to other serious education problems, many of which are still unsolved, though those concerned with classrooms and staff are well on the way to satisfactory solution. Important among the unsolved problems are those concerned with retention in school during and satisfactory progress through the 12 school grades; curricular adjustment to an inherently difficult as well as a rapidly

changing social situation, and learning difficulties generally prevailing among bilingual children on the continent and elsewhere.

Housing problems are being met by the provision of relatively inexpensive, usually frame buildings. The policy as stated is that, in addition to supplying immediate needs, in this way, adaptations to a changing school program can be met with relatively little financial sacrifice. The climate, the prevailing sunshine, and general physical conditions are such that inexpensive buildings seem adequate. Rapidly the school system is acquiring its own buildings, though rented rooms (and often somewhat inferior) are used to some extent as a temporary expedient.

Provisions for recruiting the professional staff with qualified persons are now apparently satisfactory. The University of Hawaii maintains a well organized college of education and candidates for teaching positions are graduated annually from a teacher-education curriculum, 5 years in length, in sufficient numbers to fill the needs so far developed. Teachers' salaries as well as pupil-teacher ratios have suffered in Hawaii as an effect of depression conditions, but probably in no greater degree than in average mainland situations.

Centralized school system

Foremost among provisions which have made progress in solving education problems possible is Hawaii's centralized school system, administered and financed on a Territory-wide basis. In many, though not all respects, the central administrative organization follows modern ideas of efficiency. A board of school

[Concluded on page 228]

America Has Set the Pace



Hon. Harold L. Ickes.

“WE MUST all realize that we cannot develop to our fullest capacities as individuals equipped to get all that is good and worth while out of life, except as the result of education. Dependent as we are upon our schools to prepare us for maturity as individuals, we are even more dependent upon them for the maintenance and development of our democratic form of government. If it be admitted that education is fundamental to a democratic form of government, then it does not have to be argued that our government will be broad and fine and secure just in the proportion that the education of the people composing it is universal and thorough and comprehensive. So necessary is education to the upholding of our institutions that we should not let any crisis, however great, interfere with its orderly progress. *America has set the pace for the world in the matter of public education and now, more than ever, do we need to encourage every talent and sharpen every wit.*

“Times have changed for all of us. Conditions which we and our fathers learned how to face in the past no longer exist. If we are to enjoy the rights and privileges of citizenship in the different

Excerpts From a Recent Address of Secretary of the Interior Harold L. Ickes, Before Faculty and Student Bodies of Howard University

world that lies ahead of us, we must share its obligations as well as its responsibilities. This principle applies to all of us, both Caucasian and Negro. Whoever is to survive in this struggle will have to meet the stern competition of the modern economic and industrial world with an increased intelligence and skill.

“The preservation of academic freedom, the maintenance of the civil liberties guaranteed in the Constitution, out of which the right of academic freedom grows, is of extraordinary importance to this Nation at this time. The truly educated, and by that I mean those who have trained minds that they use, must gravely heed the signs of danger that are implicit in the attacks on academic freedom that have become more and more threatening during recent months. The sinister purposes of those who would establish a Fascist state on our free American soil are clear from the very nature of this bold assault upon our institutions of higher learning.

“Academic freedom could not long survive under either fascism or communism. If you would have proof of this statement, consider the situation today anywhere that universities are permitted to teach only what the government permits them to teach. Turn to the universities elsewhere which were formerly among the greatest in the world—universities to which some of our own outstanding scholars have gone for special training after winning the highest scholastic honors in their own country. Ruthlessly deprived of their right to search for the truth and to proclaim it for the benefit of mankind, they are now mere slaves bound to the political philosophy and economic theories of whatever faction may be in power.

“Ignorance has never yet proved to be either virtue or strength of character. If an alien form of government is the menace that we believe it is, then, instead of keeping the students in our educational institutions in abysmal darkness on the subject, we ought to prepare their intelligences to grapple with it by the fullest possible exposition of its defects and fallacies. It is to be regretted if we feel so little sure of the firmness of the foundations upon which this America of ours rests that we are fearful that they will be undermined by false theories, especially if the error that threatens them has been thoroughly exposed. If we are in peril from the enemy either within or without our gates, then, in all good conscience, let us learn what manner of enemy it is, what is the nature of the attack, and what is the best means of meeting that attack.

“For my part, looking ahead, I am content as I reflect that the witch hunters in times past have burned thousands of books that their feeble intellects could not comprehend. They have racked the bodies of philosophers and burned scientists at the stake, but the truth they sought to crush has always arisen again all the stronger by reason of its attempted crucifixion.

“There is a fine old aphorism, ‘Seek the truth and the truth shall make you free.’ Considering the times, I would express this in this wise: ‘Hold onto the truth and truth will keep you free.’ The university that can send its graduates into the world inspired with this belief as a fighting faith will of a verity be sending out educated men and women and, more importantly still, free Americans, who will never permit the precious heritage of freedom, which is theirs, to be impaired.”

NOTE.—Copies of “Academic Freedom”, an address by Secretary Ickes delivered at the University of Alabama, May 27, 1935, may be secured free as long as the supply lasts, by writing the U. S. Office of Education, Washington, D. C.—Editor.

Training the Camp Adviser



★DUE to the many requirements of the CCC educational program, constant efforts are made to develop the proper type of camp teaching personnel. The educational adviser is the individual around whom

revolve the planning and supervision of instructional activities for the camp community of 200 enrollees.

In the selection of camp advisers, great care has been taken to obtain persons with a satisfactory background of education and experience. Of the men now serving as advisers in the CCC, 74 percent have bachelor degrees, 23 percent, master degrees, and 2 percent, doctor degrees. Over half of them have majored in education and the social sciences during their college study. Approximately 60 percent of them have had previous experience in teaching, and 12 percent have done administrative school work. About 40 percent have had business or industrial experiences.

In considering the extent of the adviser's duties in the camp, one will see why a well-trained person is necessary for this job. Under the direction of the company commander, the adviser has general supervision over the development of the camp educational program. It is up to the adviser to ascertain the extent of the instructional resources in and around the camp, to coordinate them, to obtain the services of CCC military and technical personnel as teachers, and to arrange the local program so that it will meet the individual needs of enrollees.

Background of Education and Experience Needed for Successful Advisers, says Howard W. Oxley, Director, CCC Camp Education

He advises enrollees on their educational and vocational problems, helps them in working out a schedule of training, and later assists them in finding employment. This task presents a real challenge—one which invites the best that can be found in a pioneering teacher.

Area and district supervision

Through the 9 corps area headquarters and the 77 district offices, CCC educational officials seek to supervise and develop the work of the 1,700 advisers on duty in the camps. These field supervisors constantly travel among the camps, checking on the individual adviser's progress, offering him suggestions as to how his program may be improved, and helping him straighten out difficulties as they arise.

Two of the corps areas, in developing newly appointed advisers, first put them through a training conference at the corps area or district headquarters. This conference usually lasts for 2 or more days. Then these men are sent into camps for 3 or 4 more days where an educational program of superior type has been organized. Here they gather firsthand information and experience. After this, the new advisers are ready to report for their assignments.

District meetings

In each of the 77 CCC districts, periodical meetings of all the advisers are held, in which they receive further train-

ing, are posted on recent developments, and are given a chance to consider their local problems. Many district officials have established the practice of holding a meeting of the advisers once every month or 6 weeks. In certain places, these meetings are held at district headquarters. In others, they convene at a different camp each month so that the advisers may have a chance to observe the camps in their section and the type of program offered in them.

Corps area conferences

Resembling closely the old-fashioned teachers' institutes are conferences for all advisers in the corps area. In these sessions, which are usually held during the summer, advisers come together to study the CCC educational program in some detail, to attend lectures and seminars, and through expert guidance to seek for needed solutions.

These conferences last from 2 days in certain corps areas to 3 weeks in others. Usually, they are held on the campus of a college or university and the school's facilities are placed at the disposal of the visitors. Special committees of advisers are appointed to consider particular problems during the course of the conference, to report their results to the gathering and to prepare such material for publication after the conference. Persons, prominent in many fields of activity, are in-

[Concluded on page 226]



Representative Group of Corps Area Advisers.

Influence Abroad of American Education

THE United States is returning with interest at least one of the cultural contributions made to it by Europe, not, to be sure, in the form in which it received it, but enriched and improved by the genius of an inventive, adaptive people, untrammelled by tradition.

There are many reasons for the spread of American educational ideals all over the world. First, there is this thing called "democracy", which, abuse it as we may and depart from it as some countries have done, remains the aspiration of thinking men. In the second place, there is the deep, sometimes even pathetic, faith in education which the Americans demonstrate by their huge expenditures on education, and their desire to give every child equality of educational opportunity from the kindergarten to the university. Third, the relative lack of educational tradition and the need to adapt education to new needs in a young country have resulted in successful experiments and demonstrations in education which have shaken the complacency of the Old World. Finally, the teachings and researches of educational leaders in this country, men like Stanley Hall, Dewey, Thorndike, Cubberley and others, together with the enormous output of educational literature have made their impression on other nations. It is the purpose of this paper to point out a few instances of the influence of American education abroad.

In Europe one of the chief influences has been that of John Dewey in stressing the social implications of education. This is seen particularly in the education of very young children, the kindergarten stage giving us there, as in this country, the best education in the school system. It is significant to notice how the social outlook of Dewey is gaining ground, particularly in Britain and Germany, in spite of the tradition of the old infant school and the sense-emphasizing system of Madame Montessori.

Perhaps the greatest American influence, however, is seen in the free public high school already achieved in France and rapidly winning its way in Britain and Germany. Luckily for them, how-

Charles T. Loram, Sterling Professor of Education, Yale University, Tells of Spread of American Ideas All Over the World

ever, the Europeans still limit admission to the high school to those pupils who have demonstrated by examination and intelligence testing that they are competent to profit from secondary education, while making provisions in other schools for less gifted adolescents.

Influence in Orient

In the Orient the influence of American education has been so profound that the League of Nations Commission of Education in China felt constrained openly to

advise the Chinese to look to Europe rather than to the United States for educational leadership. American influence in Chinese education has been exercised partly by a few outstanding educational missionaries, but also by the stream of Chinese nationals who have received their pedagogical training in this country; all capped off by the visits to China of such leaders as Dewey and Kilpatrick.

In their convertlike enthusiasm, the Chinese have accepted both the good and the bad elements of our systems. Along with our democratic educational ideals, our social outlook, our child-centered kindergartens and elementary schools, our articulation of schools, and our businesslike administration, they have accepted our mania for degrees, our bookkeeping system of "credits", our subject-dominated high schools and colleges and our lack of thoroughness.

This wholesale acceptance of American education is now being questioned by thoughtful Chinese educators who wish that circumstances had enabled them to do what Japan has done so successfully, namely to be eclectic in the use of American example and to make use of those elements in our education which could be made to conform to their political, religious, and cultural traditions and ideals. It will be a thousand pities if the activities of Western or Westernized nations compel these thoughtful Chinese leaders to abandon their desire for a rational acculturation, and in their national extremity to grasp wildly for those political, military, and industrial elements of Western civilization which may give China power to preserve her natural integrity. Should this happen, and it seems as if it must, the world will be the loser.

In the British dominions the English tradition has been considerably modified by American example as was but to be

PROFESSOR LORAM was born in South Africa and educated at the University of the Cape of Good Hope (B. A., Hons.), Cambridge University, England (M. A., LL.B.), and Columbia University, New York (Ph.D.). He has studied educational principles and practices in England, France, Belgium, Germany, Austria, Italy, and the United States. He has been successively teacher, inspector of schools, chief inspector of native education and State superintendent of education, and is now Sterling professor of education and chairman and director of graduate studies in the department of race relations at Yale University. As a member of important educational commissions he has visited all parts of Africa except northern Africa. He has studied extensively the educational situation in the Southern States of the United States, and in Hawaii and the Balkans.

—Editor

expected in new countries, which, like the United States itself, were struggling to overcome their environment and where the inhabitants had little respect for the "class" traditions which still, though to a decreasing extent, dominate the mother country. Canada, of course, shows marked traces of the influence of the United States, although the Canadians have followed the British rather than the American attitude toward State support of parochial schools. The Union of South Africa also shows traces of American influence largely because of the considerable number of professional educators who preferred to receive their higher pedagogical training in this country rather than in Britain. In that country the mixture of British (largely Scotch) thoroughness and American adaptability bids fair to produce a very satisfactory system of public education. Australia and New Zealand have been less affected by American influence, though in the former country some distinguished educators who have studied in this country have succeeded in vitalizing some of the State systems by means of American theories and practices.

Bring great credit

One of the most significant instances of American influence, and one which will undoubtedly bring great credit to this country, is that of certain schools for underprivileged people in the United States on the education of so-called "backward" peoples in other lands. Unfortunately too few American educators know of the really excellent education provided for Negro Americans at places like Howard, Fisk, and the University of Atlanta at the university level; colleges like Talladega, Spelman, and others at the college level; the better known agricultural, industrial, and normal institutes like Hampton and Tuskegee; many of the important "county training schools", which are really modernized high schools; and the remarkable "community centered schools" like Penn, Calhoun, and others.

There are many reasons for the excellence of these Negro Schools. In the first place, the motives which impelled white men to separate themselves from their social class by taking up educational work among Negroes and Indians were of the highest Christian and humanitarian nature. Then, there is something in working for and with underprivileged people, people to whom the school is almost the only social betterment factor in the community, which brings out the best

in those who undertake this work. The absence of educational tradition, the clearly obvious educational needs of the community and its children, the trustfulness, perhaps even the docility, of parents, and the hearty and active cooperation of pastors and other leaders enabled the incoming educators to adopt an experimental, unorthodox, community betterment attitude toward education that has given these schools a reality often lacking in the education given to more privileged groups. The investment made by the Christian churches, by philanthropic foundations, and by devoted individuals has yielded rich returns, not only in this country but in those overseas countries which have profited from American example. Interestingly enough a scheme for the training of visiting teachers in Africa based on a well-known American practice may come back to this country for use in its improved form. This is a fine example of the reciprocal acculturation process which will help to build a world society.

American educational ideals and practices have been transmitted to backward peoples largely by missionaries. How gigantic this missionary enterprise has become is seen from the fact that in 1925 there were in the schools and colleges conducted by the American and European Protestant missions abroad 2,440,148 students. Even where the American missionary has been compelled to adapt himself to the national program of education, he has not failed to inject into school practices the educational experience he himself received in this country.

Important commission

A second means of spreading American educational theories and practices has been through the important educational commissions which have been sent out or participated in by educators from this country, such as the Commission on Village Education in India, the Burton Commission, the Lindsay Commission, and the recent Laymen's Foreign Mission Enquiry Commission. Because of the extent and significance of their results, the Phelps Stokes Commissions to Africa of 1921 and 1926 deserve special mention. The chairman of the Commission, Dr. Thomas Jesse Jones, was the greatest authority on Negro education in the country. Armed with this knowledge and helped by skill and tact in presentation, he succeeded in getting the ear of the African colonial governments and in persuading them to modify their educa-

tional policies by emphasizing health, agriculture, industry, recreation, and preparation for family life in their school programs. A recent visit to Africa by the present writer shows that less than 15 years later the common-sense attitude of adapting education to meet the vital, present-day needs of the people is wholly accepted in the British territories in Africa, and in part at least in the other European possessions. It is given to few men to modify so considerably the education of a continent in a decade.

Returned nationals, who had been trained in this country and who themselves had been apostles of American education, have received support for their views from the visits of these commissions.

The features of Negro education which have been successfully transplanted to India, China, Mexico, parts of Latin America, the Near East, and almost all parts of the African continent can be grouped around the general idea of the school as a community-center project dealing with the present-day needs of the children and the adult members of the group.

First, there has been a more or less thorough-going revision of the curriculum so that it is the present-day daily life of the people that becomes the center of the school work. Then, the gulf between the school and home has been bridged, so that part of the children's education, especially in agriculture and domestic arts, is carried on at the homes of the pupils and not in the school buildings. Third, the importance of educating the community along with the children is being appreciated more and more, so that the school building itself is now becoming the community center for health, instruction, library facilities, and recreation. In some parts a vigorous literacy campaign is being carried on with the school as headquarters. Indeed, in some parts of this country, and in many parts abroad, it is difficult to say where school ends and community begins.

Although it seems certain that American influence in education by means of personnel and finance has probably reached its zenith, enough has been done among many backward peoples to enable the nationals to carry on the work. This is, of course, the best way to undertake the task, and if American institutions can continue their remarkable hospitality to visitors from other lands, the candle which has already been lighted will continue to throw its beams through the dark and ignorant parts of the world.

Problems in Pupil Progression

EDUCATION has in general been approached through two main channels—the child and the curriculum or school environment. In considering these two factors a third one of equal or greater importance is often neglected—that of the adjustment and progression of the individual child through the experiences a school has to offer.

At different times one or the other of the first-named factors in education has been emphasized. To begin with the emphasis seems to have been on the curriculum. In early European education the child received individual attention only when being chosen for education, and this was simply on the basis of the prestige or economic status of the family to which he belonged. Pestalozzi and Herbart were among the first to pay respect to the mental and physical make-up of the child, although even with them there was probably but a dim feeling of the importance of individual differences. During the last few decades the study of individual differences has arisen and flourished.

More recently educators have come to realize that it is not merely a question of the discovery of mental and physical traits in the individual child on the one hand, and the absorption of a particular curriculum on the other, but rather the interaction of the child and the curriculum which may be the important consideration. That is, it is being realized that the most carefully planned curriculum and the most comprehensive accumulation of facts regarding a child fail to be effective unless such facts and environment are used in order to place the child in that school experience to which he is particularly adapted and to successfully guide his progress. And so today, with curriculum specialists analyzing society and occupations in order to discover essential curricular material and child psychologists delving into the interests and habits of children, there is a growing recognition of the importance of the application of their findings in order that pupils may be placed according to their interests, abilities, and probable length of school life, into the environment for which they are best fitted.

Adjustment of Pupils to the Life of the School Emphasized by David Segel, Senior Specialist in Tests and Measurements, Office of Education

It seems to the writer that the adjustment of pupils to the life of the school is perhaps the most important thing that the school organization has to deal with. This adjustment of pupils has in the past been carried on inadequately compared to what is possible with our present knowledge of child psychology on the one hand, and the variety of curricular experience which can be provided, on the other.

Three aspects

This problem in education seems so important that we should like to analyze education and research in education into three aspects or phases, each of which requires major consideration by educators, in place of the two mentioned at the beginning of this article. These three are: (a) the child as an organism—his interests, abilities, and possibilities; (b) the curriculum or school environment; and (c) the progression of pupils through school. This added factor is something which all types of educational workers in a school should be concerned with. The school organization and the administration of the school are important, because these elements determine in large part the flexibility of progression and provide those services which will aid in determining the change of pupils from one experience to another. The teachers are of importance, since they act not only as a check upon the satisfaction of the temporary placement of a pupil in a class, but furnish additional data on pupils regarding the need for succeeding experiences into which the pupil should be inducted.

In attempting the proper placement and progression of pupils many questions arise, such as:

- (1) The problem of individualization, unit assignments, and individual contracts.
- (2) The problem of classifying pupils into ability groups.

- (3) The problem of skipping versus segregation for children of high ability and the problem of differentiating between enrichment and acceleration in terms of the curriculum.

- (4) The problem of promotion. Should promotion be based on age or on achievement or other factors?

- (5) The special problem of what to do with the average child at the seventh- and eighth-grade level.

- (6) Who should be responsible for progression in the school system? Should it be a matter of administrative control, or should teachers have something to say?

- (7) What should be the relationship between counselors and teachers in regard to changes in pupil programs?

- (8) Which elements in the curriculum should be considered as factors in the progression of pupils?

- (9) What system of marks should be used which will most accurately show progress in important factors, or should marks be eliminated?

- (10) Which cumulative records aid best in this problem?

- (11) How does this problem differ in the rural schools from that in city schools?

- (12) What reports are now made on pupil progression? How can these be made uniform, and how do these published reports influence the practice?

- (13) To what extent shall the socialization of a pupil be considered in pupil progression?

- (14) May grade lines be abolished?

The real test

The Office of Education recognizes these important problems. It sees in them a zone of activity in school practice and theory in which all knowledge about the spontaneous behavior of children and the environment can be brought

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The Vocational Summary



A fortunate situation

DEMAND for graduates of vocational training courses is increasing, according to reports from various States. The latest news from Massachusetts, for instance, is that "young men and women who have had the benefit of vocational training are in a happy position at the present time." This report comes from Walter B. Dennen, president of the Massachusetts Vocational Association, who states further: "Since 1935 employment has been obtained for 250 graduates of the Worcester Boys' Trade School, 85 percent of whom were placed in the trade for which they were trained. One hundred and seventy-five of these students graduated with the class of 1935, the remainder having completed training during the depression years. All through the period of business activity it was possible to place the majority of those who had satisfactorily completed courses in skilled trades." In addition President Dennen reports that "800 men are receiving training in evening school sessions in Worcester" and that "not one graduate of our metal trades need be out of employment today." What has been said of Worcester, Mr. Dennen declares, "is equally true of the entire vocational-education program throughout the State of Massachusetts. The present need is for an expansion of vocational activities as a means of helping people obtain employment. Our position is fortunate in that the demand for trained men in many fields exceeds the supply."

Minnesota diversifies

The variety of vocational training in the trade and industrial field carried on in Minnesota during the year is indicated in brief notes set down in the annual report from that State. Employees in the tailoring business in Minneapolis were in need of training in extension classes. A group of 14 men in this trade were reached in part-time classes. An advanced class in welding reached 31 men who needed such training. Through the cooperation of the city board of education and the garment industry, girls in this occupation were trained to an

employment level. New evening vocational classes were organized at Ely—one in stair construction for carpenters and one in welding and forging for new mechanics. Blue-print reading classes were operated at Sleepy Eye and Hastings. Part-time store and office training at East Grand Forks is progressing satisfactorily, the Minnesota report shows. A new idea was introduced into the instructional program of these commercial



A future tailor in the Peckham Vocational High School, Buffalo, hand-finishing a garment.

courses. Each week a representative local business man talked to the 24 students enrolled in the course on the scope and opportunities of the business or trade in which he was engaged. This plan not only resulted in vitalizing the instruction but also brought about a closer correlation between class work and actual work on the job.

A bargain

An adaptation of the "floating university" plan will be carried out during the summer by the farm crops and animal husbandry divisions of Iowa State College for the benefit of college agricultural students and teachers of vocational agriculture. The plan calls for a trip of

approximately 4,500 miles through 11 States. Those who enroll for the "course" will have opportunity to observe erosion-control projects in Missouri, large-scale wheat farming in Kansas, cotton farming in Texas and Mississippi, sugarcane and rice growing in Louisiana, tobacco culture in Tennessee, and sorghum growing in Kansas, Oklahoma, and Texas. Livestock problems will be studied on farms in Missouri, the tall-grass regions of Kansas, ranches of west Texas, and the blue-grass region of Kentucky. A stop will be made at the Texas Centennial Exposition, Fort Worth, and a trip will be made up the Tennessee River Valley. The cost of the entire course, exclusive of registration fee, will not exceed \$95 for each student, including all expenses for food, shelter, and transportation. The 8-hour credit which will be allowed for completion of the course may be applied on graduate credit.

Practical relief

Along with their practical training in homemaking pursuits, vocational home economics students all over the country have, during the depression period, been experiencing the satisfaction which comes in rendering service to needy families. Here is one illustration: A mother and six children ranging in age from 1 to 12, were on the relief rolls in a given community. A vocational home economics class in the local high school undertook to help this family. Menus were planned, and through the cooperation of Red Cross officials and county commissioners, arrangements were made for the class to do all the family buying for 1 month. The mother had never cooked by directions, so specific directions for preparing the meals were given by the teacher. This project was taken over on April 1. The teacher made visits to the family two or three times a week, and with the help of the class bought the family food supplies and planned the menu for 2 months. In the meantime the family was moved into a clean, well-built house, and the mother and children were given help in planning a garden. Gradually the mother was able to take over all the responsibility. In July, when the teacher of the homemaking class left town, the family was

managing its food buying and menu planning without the help of teacher or class members. Local merchants reported that the mother was distributing purchases over the month much more efficiently than before. She continued to use the work sheets provided by the class. Of further interest, also, is the fact that she acted as an adviser and consultant to other women on relief and has been helping them with recipes and menus. Eventually she became a leader among those on relief, and her attitude changed from one of discouragement to one of hopefulness.

Retail selling course

To meet the increasing need for training in store service and selling occupations, an effective plan for a cooperative part-time class in retail selling has been worked out by the board of education of Des Moines, Iowa, and the local retail merchants bureau. Instruction in retail selling, which will cover a period of 2 years, will be open to twelfth-grade pupils. To teach the course an instructor, especially trained and experienced in store and teaching work, is to be employed. Those who enroll will devote their mornings to instruction in the schoolroom and their afternoons to work in the stores, which will be varied and on an apprenticeship basis. Beginning compensation will average about \$3 a week. An effort will be made to insure experience in both the office and distributive phases of store operation. One semester of general salesmanship training is to be a prerequisite for those who enroll in the course. A maximum of 30 pupils, to be selected on a merit basis, will be admitted to the course. Seven or eight leading merchandising establishments have agreed to cooperate in the plan. Part of the salary of the teacher will be paid from State and Federal funds. The Iowa State Board for Vocational Education is cooperating in this project.

Local responsibility

Disabled persons are citizens of local communities and are in large measure a responsibility of these communities. It is right, therefore, that the local community should participate in the vocational rehabilitation of such persons.

Examples of the effectiveness of local cooperation in rehabilitating disabled persons are to be found in a number of States. Three counties in the State of Florida—Duval in which Jacksonville is located, Hillsborough in which Tampa is located, and Dade in which Miami is located—are now cooperating with the Florida State Department of Education through its rehabilitation division, in the vocational rehabilitation of their disabled citizens.

Each of these counties—the county is the educational unit in Florida—through its board of education allotted funds for rehabilitation purposes and named a local rehabilitation agent. Funds made available by the county are matched by funds from the State.

The county rehabilitation agents work under the direction of Mr. Claud M. Andrews, State supervisor of rehabilitation, and conduct their programs in accordance with principles and policies promulgated by the State rehabilitation service.

It is planned to enlarge the territory of each of the three local agents by adding adjoining counties to his territory. Counties thus added will participate financially in the program. This grouping of counties will enable the local supervisor to serve the handicapped in a total population of 250,000 or more, and in a much more effective way than was possible when each community endeavored to carry on a separate program.

Modifications of the plan here described are now in operation at Gary, Ind., and at St. Paul and Minneapolis, Minn. This plan lends itself to any community with a population of 200,000 or more.

Dimmitt appointed

Roy Dimmitt, who until recently was teacher-trainer in industrial education at Purdue University, Lafayette, Ind., has been appointed special agent for trade and industrial education for the vocational education division, Federal Office of Education. Born in Shelbyville, Mo., Mr. Dimmitt received his early educational training in the elementary and high schools of that city. He holds a bachelor of science degree from the Uni-



Roy Dimmitt.

versity of Missouri and a master of arts degree from the University of Indiana.

Mr. Dimmitt has had broad experience in the fields of general and vocational education. Among the positions he has filled since his graduation from college are the following: Director in industrial education at Birmingham, Ala.; State high school inspector for Alabama; agent trade and industrial education for southern region, Federal Board for Vocational Education, now a division of the Office of Education; State director of vocational education and State supervisor of industrial education for Maryland; director of student activities and executive secretary, Alabama Polytechnic Institute, Auburn, Ala. He began service with Purdue University in 1927. As regional agent for the Southern States, Mr. Dimmitt was a member of the original staff of the Federal Board for Vocational Education, when it was organized under the provisions of the Smith-Hughes Act.

Mr. Dimmitt takes the place made vacant by the appointment of C. F. Klinefelter as educational consultant of the Vocational Education Division of the Office of Education.

Patience and caution

Vocational agriculture students learn among other things how to make practical experiments in raising farm crops. For illustration, there is the experimental work in fertilizing tomatoes, conducted by Jack Fletcher in the Redland district, Florida. At the suggestion of his agricultural teacher he made an experiment to determine whether salt applied to his tomato plants as a fertilizer would act as a deterrent to aphids. No aphids attacked the crop in the first year of the experiment, so that no conclusions could be drawn concerning the deterrent effect of the salt. Observation showed, however, that the tomatoes from the salted rows were more firm and heavier than from unsalted rows. Impressed with the results of the first year's test, Fletcher is making a second test this year. Incidentally, he is checking his results with tests being made by other vocational agriculture students, farmers, laboratories, and commercial fertilizer concerns, with a view to getting a cross check from the composite experiments. He isn't jumping at conclusions, either, until his and other tests have demonstrated conclusively the effectiveness of salt as a fertilizer or as an insect deterrent. His statement with regard to the results of his experiments indicates that he is developing the curiosity as well as the patience and caution of the true researcher.

CHARLES M. ARTHUR

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APRIL 1936

SPEAKING OF OATHS

To have or not to have teachers' oaths? Considerable discussion revolved around this matter at the recent Department of Superintendence meeting in St. Louis. Somebody dug up a doctors' oath with a B. C. date—the Hippocratic oath. William McAndrew, former Chicago superintendent, therewith produced his suggested teachers' oath with an A. D. date—the McAndrew oath (he did not name it, we did that).

Hippocratic Oath.—The New International Encyclopedia says that the Hippocratic oath was "an oath taken by young men in the early days on entering upon the practice of medicine. In ancient times the oath was ascribed to Hippocrates and is probably authentic.

"It runs as follows:

"I swear by Apollo, the physician, by Esculapius, by Hygieia, Panacea, and all the gods and goddesses, that according to my ability and judgment I will keep this oath and stipulation: To reckon him who teaches me this art equally dear with my parents; to share my substance with him and to relieve his necessities if required; to look upon his offspring upon the same

footing as my own brothers; and to teach them this art if they shall wish to learn it, without fee or stipulation; and that by precept, lecture, and by every other mode of instruction I will impart a knowledge of this art to my own sons, to those of my teachers, and to disciples bound by a stipulation and oath, according to the law of medicine, but to no others. I will follow that system of regimen which, according to my best judgment, I consider best for my patients and abstain from whatever is injurious. I will give no deadly medicine to any one if asked nor suggest any such counsel. Furthermore, I will not give to a woman an instrument to procure abortion. With purity and holiness will I pass my life and practice my art. I will not cut a person who is suffering with stone, but will leave this to be done by those who are practitioners of such work. Into whatever houses I enter I will go for the advantage of the sick and will abstain from every voluntary act of mischief and corruption, and, further, from the seduction of females or males, bond or free. Whatever in connection with my professional practice, or not in connection with it, I may see or hear, I will not divulge, holding that all such things should be kept secret. While I continue to keep this oath inviolate, may it be granted to me to enjoy life and the practice of my art, respected always by all men; but should I break through and violate this oath, may the reverse be my lot."

Some medical colleges of today impose a simpler obligation in the form of an admonition and an affirmation, to which the graduating class assents.

McAndrew Oath.—The teachers' oath suggested by Dr. McAndrew is:

"I swear to defend the equal rights of citizens to life, liberty, and the pursuit of happiness.

"I swear in accordance with American right and duty to favor a change in government when government fails to secure these rights.

"I swear that I will aid teachers to secure for the people of this Nation a more perfect union, justice, domestic tranquillity, general welfare, and the blessings of liberty.

"I swear in accordance with the promise of our Constitution that I shall resist all efforts to abridge the privileges or immunities of citizens of the United States, including teachers.

"In furtherance of this, my solemn oath, I pledge my life, my fortune, and my sacred honor."

Legion Position.—The position of the American Legion in regard to "teachers' oaths and instructions about communism in schools and colleges", is defined by

National Commander Ray Murphy in a current issue of the National Legionnaire. His statement is:

"The American Legion has never as an organization opposed academic freedom. It does not oppose dissemination of knowledge relative to communism, fascism, or any ism, but it believes that the study of such isms in secondary schools and colleges should be approached with care, and with certainty that information relative thereto is not the product of any school of anti-American propaganda. The American system of government can well afford to stand comparison with others, and Americanism will stand any test in competition with the various other isms, such as communism and fascism. If the study of such isms is from an American angle, well and good. If not, why not invite the agents of such isms to chairs in our colleges instead of taking their doctrines second hand?

"I am for academic freedom, which is more secure in America than elsewhere, generally speaking. I am not for the study of such isms under the guise of academic freedom, if in fact the direction of such study is in the hands of special advocates. Let loyal Americans give unbiased information, and American institutions will not be undermined:

"I have doubted the value of a teacher's oath as a means of combating subversive influences. Probably the agents of such influences could take such an oath with mental reservations without batting an eye or without a qualm of conscience. Nevertheless, I fail to see where an oath to support the constitution of State and Nation is an abridgment of academic freedom. Public officers, from notaries public to the President of the United States, take such an oath. Men who enlist in their Nation's defense do likewise. What harm can there be in teachers taking such an oath in America, where academic freedom is supreme and guaranteed by the charters which, under such an oath, they would swear to support? It is my opinion that an oath of that type is an oath to support academic freedom, and all of the freedom which is prevalent in America under American institutions.

"What is academic freedom and what is anti-American propaganda is another thing. The freedom of America is derived from American institutions. It does not exist in like degree elsewhere. 'Freedom' that does not recognize the fact may well be tainted with suspicion. I am happy in the belief, however, that American secondary schools and colleges as a class are loyal, and the very cradle of true American citizenship."

State Funds and Higher Education

HAS a tendency developed among the States for the governor to assume greater influence over the State universities and colleges through the control of the amount of State funds to be given them for their support?

In recent years, and especially during the past decade, practically every State has established an executive budget system which confers the right on the governor or an agency under his immediate direction to recommend to the legislature the biennial¹ appropriations to be made to each of the institutions. A still greater instrument in the hands of the governor, however, is the power provided for in many States to veto items or parts of items in the appropriation bill after it has passed both houses of the legislature.

In all States, with the exception of Indiana, Iowa, Maine, Nevada, New Hampshire, North Carolina, Rhode Island, Tennessee, and Vermont, the governor possesses this power. Since the governor is enabled to select for veto any items or parts of an item he so desires from the appropriations for the State institutions and since his veto can be overcome only by a two-thirds vote of both houses of the legislature, it is possible for him to exercise a potent influence over the educational policies and academic program of the universities or colleges.

In a number of States the governor from time to time has vetoed items or parts of items of appropriations for other offices, bureaus, or departments of the State government. The present information is limited to cases applying exclusively to State institutions of higher education.

The most outstanding example occurred at the 1935 session of the Ohio Legislature. After the legislature had enacted the appropriation bill for the biennium of 1936-37, the Governor vetoed a large number of items included in the appropriations made for the State's six universities. In the following tabulation are shown the institutions by name,

¹ The legislatures of five States meet every year and make annual appropriations. One State legislature meets quadrennially.

John H. McNeely, Research Assistant, Division of Higher Education, Points Out Trend Toward Greater Influence of Governors Upon Colleges and Universities

the number of items or parts of items vetoed, and the amount of the appropriations eliminated for each:

Institution	Number of items vetoed by governor	Amount of appropriations eliminated
Ohio State University.....	69	\$1,326,200
Bowling Green State University.....	23	86,400
Kent State University.....	27	97,200
Miami University.....	32	194,500
Ohio University.....	27	193,300
Wilberforce University.....	40	125,850
Agricultural Experiment Station.....	20	216,000
Total	238	2,239,450

The amount of the individual items vetoed by the Governor of Ohio ranged from as low as \$100 to as high as \$200,000. Items of various types were included among those vetoed, but the ones particularly tending to affect the educational program of the institutions were items for personal service, educational supplies and equipment, library books, periodicals and magazines, and the like. Reasons advanced by the Governor for his action were that there had been a general increase of appropriations throughout the entire bill over the previous biennium. Due to legal complications a new appropriation bill is at this time before a special session of the Ohio Legislature.

Institutions	Number of items vetoed by governor	Amount of appropriations eliminated
University of Missouri.....	20	\$203,610
Missouri School of Mines.....	1	2,250
Northeast Missouri Teachers College.....	5	39,500
Central Missouri Teachers College.....	7	48,000
Southeast Missouri Teachers College.....	7	80,000
Southwest Missouri Teachers College.....	6	111,000
Northwest Missouri Teachers College.....	5	45,000
Total.....	51	529,360

Another example is found in the State of Missouri. Although not on such a large scale, the Governor of this State vetoed items in the appropriations for the support of seven institutions made at the legislative session of 1935 as shown by the preceding tabulation.

Individual items or parts of items vetoed by the Missouri Governor varied in amount from \$250 to \$55,000. A considerable proportion of the items dealt with the educational work of the institutions, such as salaries for staff members, summer session, agricultural and home economics extension service and agricultural experiment station investigations. General lack of funds was attributed by the Governor as his principal reasons for eliminating or reducing the items. In the case of one item for the agricultural experiment station investigation, the Governor stated that it duplicated work already being done by the United States Department of Agriculture.

New Mexico is another State where the Governor exercised this veto power. Below are shown the results of the Governor's action in the case of the 1936-37 appropriation bill passed by the legislature in 1935.

Institutions	Number of items vetoed by governor	Amount of appropriations eliminated
University of New Mexico.....	2	\$12,000
New Mexico College of Agriculture and Mechanic Arts.....	2	15,000
New Mexico School of Mines.....	2	5,000
Eastern New Mexico Normal School.....	10	11,000
Spanish-American Normal School.....	0	8,000
New Mexico Military Institute.....	10	10,000
Total.....	32	61,000

The main items vetoed by the Governor of New Mexico were for salaries and operating expenses of the institutions. No reason was given for the veto of the

[Concluded on page 238]

[illegible]

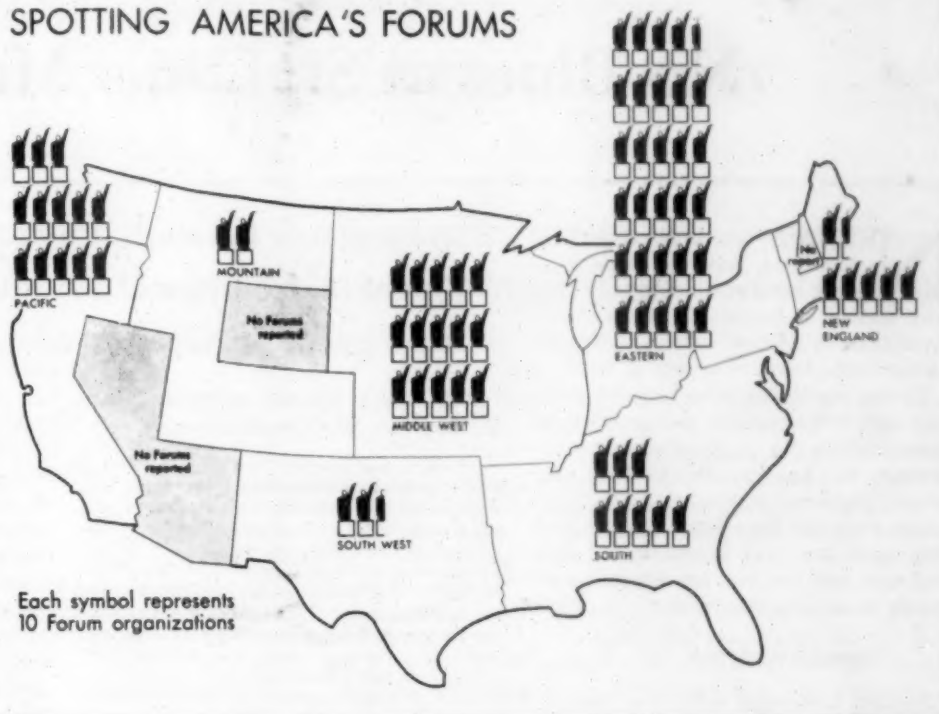
From Coast to Coast

THE graph at the right shows the distribution of more than 700 public forums reported by regions:

Pacific coast	130
Rocky Mountains	20
Middle West	150
Southwest	25
South	82
East	294
New England	67

There may be forums in Nevada, Arizona, Wyoming, and New Hampshire but thus far they have not been reported. An Office of Education public forum demonstration center is located in Manchester, N. H.

SPOTTING AMERICA'S FORUMS

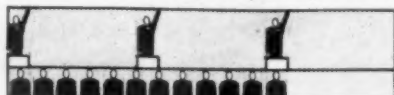


THE FIVE MOST POPULAR DISCUSSION TOPICS LAST SEASON

SCHOOL YEAR ENDING JUNE 30, 1935



INTERNATIONAL SITUATION



ECONOMIC RECOVERY



FASCISM AND WAR



NEW DEAL LEGISLATION



LIBERTY AND DEMOCRACY



Each speaking figure represents 50 Forum discussions
Each audience figure represents 5,000 people attending

PICTORIAL STATISTICS, INC.

Thus Far

THE Office of Education has collected a list of more than 1,000 public forums, large and small.

Questionnaires have been sent to these forums to collect data on the nature of the organization, programs, types of audiences, and fiscal policy.

Some 200 questionnaires have been returned.

Newspaper clippings on forums are being received daily by this Office indicating an increased national interest in public discussion.

Talking Real Topics.

The graph at the left analyzes the general subjects which were discussed in the fall of 1934 and the spring of 1935 according to the 200 questionnaires received thus far.

Of 22 general subjects tabulated the 5 listed in the graph were discussed by the greatest number of groups and attracted the largest attendance.

Public Forums Are News.

We present just a few from the hundreds of clippings being received.

A New Profession.

Some universities are already preparing special training courses for the new profession—public discussion leadership. We hope to compile a complete list of special leadership training courses at the earliest possible date.

THUS FAR investigation has shown a growing organization of public affairs forums. When the study is completed the facts will be tabulated and published in an Office of Education bulletin.

No Blues at St. Louis Meeting

NOT THE "St. Louis Blues", of defeatism, but St. Louis voyageur spirit of courage and enterprise seemed to imbue the annual meeting of America's School Officers in William Harris' home town, February 22 to 27.

To the world, the school superintendents said: "We reaffirm our professional determination to keep education unfettered by politics, by timidity, by subject gag laws, or teacher oaths."

Not only did they say this over and over again but they demonstrated that no issues are too hot for education to handle in an educational way.

Demonstration no. 1

Number 1 demonstration was the public-forum session in which Republican, Democrat, and Socialist Party leaders, speaking on the same platform, made clear that even a three-cornered debate on national issues by political partisans can serve the educational purpose of yielding light on public questions. Norman Thomas spoke for the Socialist Party, the Republican National Committee sent former Governor Henry Allen of Kansas, while the Democratic National Committee sent Senator Alben W. Barkley of Kentucky.

Demonstration no. 2

Number 2 demonstration was a high-school senior social-science class complete with microphones, led by Roy W. Hatch, of the State Teachers College, Monclair, N. J., in a discussion of the Supreme Court's recent decision. The class even voted on the AAA case (about 50-50). It was proof that it is neither necessary nor desirable that the teaching of history halt, as one Connecticut school board president was reported to have suggested, in 1900.

Demonstration no. 3

Number 3 demonstration was the spirited defense of Payson Smith in the business meeting. With only three dissenting votes, the superintendents in a dramatic session took a strong stand against political interference in school affairs.

William Dow Boutwell, Chief of the Editorial Division, United States Office of Education, Gives Highlights on Department of Superintendence Meeting

Following is the text of the resolution which made educational history:

Therefore, be it resolved, That the department of superintendence here assembled in St. Louis, Mo., February 25, 1936, condemn, as contrary to the principles upon which the public schools of America were founded, any removal or appointment of a teacher, administrator, or any other employee of these schools, on the basis of or in any manner because of political or partisan considerations; and further, that this statement be construed as applying to educational positions nationally, in the various States, and in the local school systems; and further, that we condemn not only those without our profession who would desecrate the high purposes for which our schools were founded and are maintained, but even more do we denounce those within our own ranks, as being more culpable than any others and unworthy of membership in our profession, who aid and abet partisan political acts affecting the schools or who themselves resort to political manipulation to secure positions in the schools.

Perhaps Superintendent Stoddard designed the whole convention as an "activity program", for the education of his colleagues on the fourteenth yearbook, "The Social Studies Curriculum." One morning panel session was devoted to discussion of this important publication which a distinguished group of educators and Charles Beard, the historian, cooperatively produced.

New participants

Debates were another new feature. Monday and Wednesday afternoons the members were free to attend any of more than 30 debates of current issues in education. More than 200 of the debaters were department members who had not previously been active participants in the annual convention. This scheme, an elaboration of the 70 committees plan used at Cleveland 2 years ago, seemed to work out very well.

The searchlight of discussion was turned on such other subjects as: The future goals and organization of the Department of Superintendence; Federal aid and Federal relations to education; the place of the arts in education; rural education; Negro education; provisions

for unemployed out-of-school youth; junior colleges; and many other topics.

Exhibits were more extensive and elaborate than any time in the last 5 years. Much new equipment was on display. The live interest in radio and motion-picture equipment indicated that visual and oral aids will be added more rapidly as the economic emergency subsides. Exhibits of new diagnostic and remedial reading aids attracted much attention. University research in this field during the past 15 years has apparently resulted in the design of devices to assist teachers.

Superintendent John A. Sexson, of Pasadena, announced the formation of the educational policies commission and outlined the scope of its work.

Resolutions outstanding

Resolutions of this convention deserve to be posted on school bulletin boards. They constitute a professional platform. They advocate "a minimum educational program" including the 180-day term for all between 5 and 18; adult education with "liberal provision for forums"; adequate provision for research; more attention to rural-school problems; broader tax base, larger units, State and Federal aid; and freedom of education from politics.

On Sunday, some thousand persons attended the christening ceremonies of a new educational society which was born 3 or 4 years ago—the John Dewey Society for the study of schools in relation to society.

Particularly memorable is the department's declaration on the curriculum. It reads, in part:

1. Public education is a social device. As such, it is most efficient when it promotes the ends which have inspired the type of social existence in which the school is placed. In America the intention has been to guarantee life, liberty, and the pursuit of happiness

[Concluded on page 228]

Reference Work in the Library

THE reference room in a research library is an extremely interesting place at all times, for here one comes in contact with the vital questions of the day that are engaging the time and attention of the serious investigator. This is especially true in the Office of Education library at this time, when the many new activities that are being promoted touch so closely the field of education. Daily requests for information and the loan of books come from the newer Government agencies, organized to do a big job in a minimum amount of time and finding themselves without the necessary library facilities for their tasks. This was forcibly brought to our attention when the Public Works Administration was beginning to function and when each day's mail brought its quota of requests from colleges and universities for building funds. Many times in those days members of its staff consulted the file of college catalogs in the library of the Office of Education to help them determine the needs for such projects. Similarly, the F. E. R. A., the Youth Committees, the Federal Housing Commission, and other organizations, have drawn freely upon the Education library for information not found elsewhere in Washington.

That we are able to meet these demands at a critical period is due, in no small degree, to the foresight of the Commissioners of Education and to the encouragement extended by them to the library since its establishment.

When Henry Barnard, the first United States Commissioner of Education, retired from office, his small but select private library of books on education was purchased by the Government, to form the beginning of what was destined to become one of the finest pedagogical libraries in the world.

Previous to his retirement, the Office of Education library consisted chiefly of official reports of State and city school systems and such other publications as were needed for the routine work of the Office. Dr. Barnard, who has been called the "Nestor of American Education", knew the value of pedagogical books published during the formative years of the Republic, and it was due to his sense

Constant Contact With Vital Questions of the Day as Described by Edith A. Wright, of the Office of Education Library

of values that the library owns some of the treasures occupying its shelves today.

As a matter of curiosity, it would be interesting to learn the titles of the books belonging to the original Barnard collection, but, unfortunately, this is not possible, as his books have been incorporated in the regular collection and to segregate them at this date would be almost impossible. But from the choice bits that come to light from time to time, it is safe to assume that he built well the foundation upon which the Education library was to rest. Pamphlets that most persons in the 1860's would have neglected and left unnoticed in a second-hand bookshop, were rescued by him for his private library, later to become the property of the Office of Education. Such, for instance, is the small pamphlet published in 1819, by J. W. Copeland, in Middlebury, containing an address of Emma Willard, proposing a plan for female education, on which Dr. Barnard had made the notation: "Henry Barnard. Bought in Washington, D. C. 1866."

Dr. Barnard appreciated the necessity of research in education, and he was, no doubt, convinced of the necessity of a good pedagogical library for the furtherance of such work by members of his staff. With his library as a nucleus and under the sympathetic direction of the successive Commissioners of Education, the collection has continued to grow in size and usefulness to meet the needs of research workers of today.

Furnish picture

Established primarily for the benefit of its employees, nevertheless it has ever been the aim of the Office of Education to make its library resources available to all. While the facilities for service to the public have never been adequate, shortcomings have been overlooked by those who would have access to a collection of books unsurpassed anywhere in the United States.

And what are some of the special collections which the Office of Education library makes available to research workers in the field of education? For those engaged in the study of the history of education in the United States, authentic source material is to be found in the old reports of the State departments of education. There are the bound volumes of educational magazines, which contain much source material on the development of education in the States. The proceedings of the State teachers associations form another special collection from which historical material may be obtained. These sources, in addition to the general histories of education in each State, furnish a rather complete picture over a period of years.

For those interested in some phase of higher education, such as curriculum trends, standards, the history of specific institutions, and the contributions of outstanding college presidents, there is no source more valuable than our file of college reports and catalogs, practically complete in many instances. The history of higher education for women may be traced through these same catalogs and through the reports and proceedings of such pioneer organizations as the American Woman's Educational Association, founded by Catherine Beecher in 1853. Likewise, the spread of culture westward during the second and third quarters of the last century may be traced through a study of the reports of such organizations as the Western Literary Institute and College of Professional Teachers.

These special collections, supplemented by complete files of the publications of the United States Office of Education, the National Education Association, the Association of American Universities, and other national organizations, furnish ample source material for historical studies in many phases of higher education.

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Educators' Bulletin Board



New Books and Pamphlets

Elementary Science

SCIENCE and the Young Child, prepared by the Science Committee, Association for Childhood Education, Mary Floyd Babcock, chairman. Washington, D. C., Association for Childhood Education, 1936.

40 p. 35 cents.

Discusses the importance of science in the curriculum and contains a suggestive list of science activities, a source list of science materials and supplies, and an up-to-date bibliography.

A Parade of Ancient Animals, by Harold O. Whitnall. New York, Thomas Y. Crowell Company, 1936.

136 p. illus. \$2.

The story of the huge reptiles, birds, and mammals that paraded the earth thousands of years ago; interesting and authentic, with graphic pictures. For children 6 to 10.

Units in the Social Sciences

Course of Study in Pioneer Life, by Norma Gillett and Mabel Snedaker. Iowa City, University of Iowa, 1935. 108 p. illus. (College of Education series no. 34.) 50 cents.

Detailed units in pioneer life, the result of study and experiment in the University of Iowa elementary schools; for grades three to five.

Community Life in the Harbor, developed in Grade I . . . by Clayton Burrow. [Sacramento, 1935.] 83 p. illus. (California Department of Education Bulletin, 1935, no. 16.)

A curriculum unit which presents informational material for the teacher and records of actual experiences of the children.

Kindergarten Teaching

Described Teaching Units for Kindergarten, prepared under the supervision of Hugh S. Bonar and Alice Brady. Manitowoc public schools. Manitowoc, Wis., Board of Education, 1935. 207 p.

Units include the home, community, nature interests, physical welfare, dramatization, reading readiness.

Curriculum Guides for Teachers of Five-Year-Old Children. Albany, The University of the State of New York Press, 1935. 96 p. illus.

A curriculum guide and a handbook for the teacher; contains illustrative material.

For High Schools

The High School Library, a handbook. Frankfort, Ky., Published by Department of Education, 1936.

37 p. (Kentucky Educational Bulletin, vol. 3, no. 11.)

Suggestions on the administration of the high-school library, information on the methods of book-buying, selection of magazines, etc.

Suggestions for Developing Units of Study in Motion Picture Appreciation. Harrisburg, Commonwealth of Pennsylvania, Department of Public Instruction, 1935.

19 p. (Bulletin 98.)

Training in the selection and evaluation of motion pictures.

Lettres de France. A series of letters for supplementary French reading, for first- and second-year classes, ed. by Professor de Savoye of the University of Alberta. Single subscription, 60 cents. (Apply to Miss K. F. Brain, Lettres de France, 1209 16th St., West, Calgary, Alberta, Canada.)

Issued in eight monthly installments, October to May. Suitable for use in class or French club.

School Administration

Schools People Want, by Harry S. Ganders (for the Fact Finding Committee of the New York State Teachers Association.) Albany, New York State Teachers Association, 1935.

47 p. (Educational Monograph, no. 4) 25 cents.

A study based on the tabulation of more than 2,000 questionnaires on the services parents wish schools to furnish their children.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

ARMSTRONG, N. B. Teacher accounting record forms for large cities. Doctor's 1932. George Peabody College for Teachers. 124 p.

BLICKENSBERGER, JACOB. Survey of the schools in Hettinger County, N. Dak., with special reference to expenditures, receipts, and inequalities among the districts. Master's, 1935. University of North Dakota. 77 p. ms.

BUCKINGHAM, G. E. Diagnostic and remedial teaching in first-year algebra. Doctor's, 1933. Northwestern University. 136 p.

CAMPBELL, W. G. Comparative investigation of the behavior of students under an honor system and a proctor system in the same university. Doctor's, 1934. Stanford University. 95 p.

DAILY, C. F. Corporate wealth in Oklahoma as a basis of common school support. Doctor's, 1935. University of Oklahoma. 228 p. ms.

HAMRIN, S. A. Organization and administrative control in high schools. Doctor's, 1932. Northwestern University. 149 p.

HOLY, R. A. Relationship of city planning to school plant planning. Doctor's, 1934. Teachers College, Columbia University. 135 p.

JONES, GALEN. Extracurricular activities in relation to the curriculum. Doctor's, 1935. Teachers College, Columbia University. 99 p.

LAGERBERG, MATT. Financial survey of schools of McKenzie County, N. Dak. Master's, 1934. University of North Dakota. 160 p. ms.

LOTZ, P. H. Current week-day religious education based on a survey of the field conducted under the supervision of the department of religious education of Northwestern University. Doctor's, 1925. Northwestern University. 412 p.

LUBBERS, I. J. College organization and administration. Doctor's, 1921. Northwestern University. 155 p.

MARSHALL, R. C. A type of cooperative vocational education, Jacksonville, Fla. Master's, 1935. University of Syracuse.

MASTER, E. A. Some effects of wholesale acceleration on several phases of tenth grade work. Master's, 1935. Pennsylvania State College. 122 p. ms.

MILLER, G. C. An approach to curriculum revision based upon a diagnosis of a group of rural school pupils in relation to their knowledge concerning general information. Master's 1934. Pennsylvania State College. 213 p. ms.

PATRICK, J. G. Role of intimate groups in the personality development of selected college men. Doctor's, 1933. University of Southern California. 43 p.

QUAYLE, M. S. Study of some aspects of satisfaction in the vocation of stenography. Doctor's, 1934. Teachers College, Columbia University. 122 p.

ROSS, B. P. Study of the high-school library facilities of Jefferson County, Pennsylvania. Master's, 1935. Pennsylvania State College. 125 p. ms.

SMALLWOOD, M. L. Historical study of examinations and grading systems in early American universities. Doctor's, 1934. Yale University. 132 p.

SMITH, A. A. Current instructional problems of rural teachers. Doctor's, 1935. University of North Dakota. 224 p. ms.

ZAUGG, W. A. Permanent certification of teachers: Its relation to improvement of instruction. Doctor's, 1931. New York University. 180 p. ms.

RUTH A. GRAY

★ Visitor from Denmark

PETER MANNICHE, principal of the International People's College, Elsinore, Denmark, was a recent Office of Education visitor.

Project—Local School Units

ONE of the projects being administered by the United States Office of Education through funds provided by the Emergency Relief Appropriation Act of 1935 is a "Study of Local School Administrative Units" in 10 States. The project is considered particularly timely as more than one-half of the States in the Union have indicated their interest in this field. A number of States of their own initiative have been carrying on such studies on a limited basis during the past two or three years.

It is quite generally recognized that the organization of more satisfactory schools, attendance areas, and local administrative units involves a careful study of present school conditions, the analysis of which should be of real assistance in pointing the way to the centralization of schools and to the reorganization of existing school districts, involving possibly the abolition of some of the present schools and the replacement of some of the present buildings, the reorganization of needed new school buildings and the projection of adequate school programs. Accordingly, the study as authorized in this project may be expected to reveal not only the present school conditions as found in the existing local school units in the States involved, but significant findings with consequent recommendations for the organization of more satisfactory schools, attendance areas, and administrative units.

The following 10 States are participating in the project:

Arizona	North Carolina
Arkansas	Ohio
California	Oklahoma
Illinois	Pennsylvania
Kentucky	Tennessee

The project is under the direction of the senior specialist in State School Administration, Office of Education. With him are associated Dr. Edgar L. Morphet, on leave of absence as director of administration and finance in the State department of education of Alabama, as associate director of the project, and Dr. Howard A. Dawson, formerly attached to the Office of Education as a consultant in school administration and finance, and now director of rural service with the

H. F. Alves, Senior Specialist in State School Administration, and Director of This Project, Presents the Status of the Project

National Education Association, as a consultant for the project.

State directors

In each State the State project director, a member of the staff of the State department of education, is working in close cooperation with the State superintendent or commissioner of education and with the project staff of the United States Office of Education. The State project directors appointed in the States are:

Arizona—W. H. Harless, director of research.

Arkansas—Crawford Greene, director of information and research.

California—George C. Mann, director of emergency education activities and projects.

Illinois—E. L. Coberly, director of research and statistics.

Kentucky—John William Brooker, director, division of school buildings and grounds.

North Carolina—W. F. Credle, director of schoolhouse planning.

Ohio—D. H. Sutton, director of school finance.

Oklahoma—J. Andrew Holley, director of instruction and reorganization.

Pennsylvania—J. Y. Shambach, chief, child accounting and statistics.

Tennessee—R. D. Best, director of emergency education.

Each State project director has under his immediate supervision a central staff of associates and assistants authorized for the project. The State project directors, as well as all members of their respective administrative and supervisory staffs, upon nomination of the State superintendents or commissioners of education and upon approval by the United States Office of Education, were officially appointed to their respective positions by the Secretary of the Interior. The State project director, with the assistance of a central staff, directs the activities of workers selected from the relief rolls and

assigned to the collection and tabulation of required data, and to the preparation of maps and charts needed in the study.

A special committee designated by the United States Office of Education prepared circular no. 156, "Handbook of Procedures for Planning the Reorganization of Local School Units." Although this handbook was intended to be of help to State departments of education, to county and district superintendents of schools, and to faculty members of schools and departments of education, it will be followed very closely in the 10 States participating in the project. The Handbook outlines procedures under the headings: (1) Collecting, organizing, and analyzing data; (2) selecting and adopting standards for the reorganization of schools; (3) planning the reorganization of schools and school districts; (4) projecting a school building program for the reorganized schools; and (5) planning and estimating the cost of the proposed educational program, and provides a series of forms and tables to be used in assembling, analyzing, and interpreting data.

Advisory committee

As an aid in the development of this study, Dr. J. W. Studebaker, United States Commissioner of Education, appointed an advisory committee consisting of the State project directors of the 10 States and the following educational authorities:

Dr. Fred C. Ayer, professor of educational administration, University of Texas.

Dr. A. B. Meredith, New York University, New York City.

Dr. John Guy Fowlkes, professor of educational administration, University of Wisconsin, Madison, Wis.

Dr. J. Cayce Morrison, State department of education, Albany, N. Y.

Dr. A. F. Harman, president, Alabama College, Montevallo, Ala.

Dr. Arthur N. Holcombe, professor of government, Harvard University, Cambridge, Mass.

Dr. Theo. B. Manny, professor of agricultural economics, University of Maryland, College Park, Md.

Miss Sue Powers, superintendent, Shelby County schools, Memphis, Tenn.

Plans and procedures for inaugurating and prosecuting the study of local school units were discussed at a meeting in St. Louis, February 21, attended by members of the advisory committee, the superintendents and commissioners of education and other representatives of the States involved, and the project staff of the Office of Education.

Since it is important that certain primary or factual data be basically considered in the study of present educational conditions, the work within each State during the first 3 to 4 months will be centered on the collection and tabulation of such data referring to the school census; the number and distribution of pupils by grades; the size of schools and the length of term; the distribution of teaching, supervisory and administrative personnel; the trends in assessed valuations of taxable property for school purposes, in school tax levies, in school bonded indebtedness and in transportation; the status of present school plant facilities; and current costs.

Problems in Pupil Progression

[Concluded from page 211]

together to bear upon the problem of education. What the school teaches pupils of particular ages, abilities, and interests is the important consideration. If we go to a school curriculum in evaluating a school program it is like examining a doctor's tools to evaluate his efficiency as a surgeon. A good curriculum or good tools are more or less essential in good school work or good surgery, but they do not guarantee it. The way a school adapts the curriculum to individual pupils in the school is the real test of the efficiency of a school program.

It is highly desirable, therefore, to study the problems mentioned above. Their solution is the heart of the everyday practical problem of education. It is believed that the problem of pupil progression ranks first in importance in education for the school man on the job. The Office of Education is attempting, with the help of school people in the field, to define these problems of pupil progression and will study methods used by schools in meeting them.

Reference Work in the Library

[Concluded from page 219]

For those whose interests lie in the field of comparative education, the library is prepared to offer access to a large collection of official documents from foreign countries, bound volumes of foreign educational periodicals, catalogs of colleges and universities abroad, and histories of various foreign universities.

The library provides, in addition to the historical material, the current yearbooks and proceedings of the various national organizations dealing with education, the new books in the field of school administration, progressive education, educational psychology, child study, educational theory and practice, and a large number of current educational magazines.

Better equipped

The reading and reference room of the library is better equipped today to serve research workers than at any time in its history. Reading tables are provided and current educational magazines (over 600 in number) are on file. In addition to the magazines, the reading room contains a new bookshelf, where the latest books in the field of education may be examined. Reference books pertaining to education are also available for consultation in this room, such, for instance, as the Education Index, Readers' Guide to Periodical Literature, Cumulative Book Index, Who's Who in Education, Monroe's Cyclopedia of Education, and Educational Directories. Books of quotations and the other general reference books and encyclopedias found in most libraries are also available. A display case, with exhibits changed from time to time, holds some of the treasures of the library, early American textbooks, McGuffey's Readers, and the like.

The reading room served during 1935 a total of 6,282 visitors, comprising teachers in the city schools, university professors, students working for their master's and doctor's degrees, students from foreign countries, studying the system of education in the United States, and Government employees.

Although the Office of Education library is not a circulating library, in the generally accepted definition, certain classes of books, when they can be spared, are loaned outside of the Office to teachers and persons engaged in research. During the past 5 years a special effort has been made to collect and make available, through interlibrary loan, master's and doctor's theses in education. For this purpose and through the cooperation of the universities, there are now on hand over 2,000 theses. During 1935 nearly

400 of these were loaned to libraries in various parts of the United States, some going as far west as California.

Answering questions

One of the newer services of the reference section is the assembling of some 1,500 recent courses of study, dealing with all subjects of the curriculum, at all levels, from States and cities throughout the United States. Although these courses are not available for loan, they are used extensively in the reading room where they have proven a valuable source of information to research workers investigating curriculum trends.

Perhaps the chief duty of all reference departments is the answering of questions—requests for information of one kind or another, which come by telephone, letter, or personal interview, from all classes of persons, from Members of Congress and persons connected with the foreign embassies, even to children in the grades, wanting information for their special projects. "Will you please give me Milton's definition of education?" comes one query. "Can you tell me what Horace Mann said about class distinction?" "What became of such and such a society which was active in 1845?" "Where can I find a picture of the Tree of Knowledge exhibited at the World's Fair?" "What is the background of the expression 'Carrying the Message to Garcia?'" And so it goes. Whether it is a quotation to be found, a likely source of information on a special problem to be suggested, advice on units of work, or a real piece of research into the archives and other original sources, it is a part of the day's work.

Said a young foreigner recently, who came into the reading room, "I want to make up a list of the laws and regulations for the certification of high-school teachers in the United States. What would you suggest as the best way to go about it?" "Are you familiar with the recent study made by so and so on the subject?" queried the reference librarian. "No", was his reply, "But I should very much like to see it." And it so happened in this instance that the young foreigner's problem had already been solved for him. This is by no means an isolated case, but happens repeatedly. And it is this job of helping the research worker in education to orient himself and to become familiar with the sources of information already available that is one of the important services of the Reference Section of the Office of Education library.

Some Consolidation Statistics

IN SPITE of much retrenchment in public-school activities, the number of consolidated schools continues to increase. The increase was greater during the year 1933-34 than for any other years for which data are available except 1929-30 and 1931-32. Statistics are collected biennially for school years ending in even numbers. The conviction continues to grow that the State owes every child an opportunity to secure an education and if the child lives beyond walking distance from the school it should be transported at public expense.

The data for this study on transportation have been secured from State departments of education by letter, questionnaire, and reports. It is impossible to present all items completely, due to the fact that all data are not available in some States.

The accompanying table shows the States, the number of school buildings, the number of one-room schools, the total number of teaching positions, the percentage of teachers in one-room schools the present situation with regard to the number of consolidations, and the extent and cost of pupil transportation in the various States including the District of Columbia.

The total number of school buildings in 1933-34 was 242,929, of which 138,542 were one-room buildings. In 1917-18 these numbers were 276,827 and 195,397, respectively. This shows a decrease of 33,898 in all school buildings and 56,855 in one-room school buildings between the above two dates. The table also shows a close relation between the decrease in the number of all school buildings and in one-room buildings.

Fewer teaching positions

There were 836,562 teaching positions in 1933-34 which is fewer than in the two preceding biennial reports but more than in any year before 1929-30. Three important factors entering into this change are: Consolidation of small rural schools and transporting pupils to larger schools, fewer kindergarten teachers, and a retrenchment in salary expenditures by not filling all positions when they become

David T. Blose, Assistant Statistician, United States Office of Education, Presents Valuable Data on Transportation and Consolidation of Schools

vacant. Another factor that would help to account for fewer teachers is that in a few States records are kept of the number of teachers hired rather than the number of teaching positions. Omitting the District of Columbia, the percentage of teachers employed in one-room schools ranges from 0.9 in New Jersey and 1.5 in Massachusetts to 53.2 and 54.9 in South Dakota and North Dakota, respectively. A decrease of 5.5 in the percent is also shown for the United States as a whole since 1923-24.

The number of consolidated schools, using figures for previous years in some instances, reported by 43 States was 17,248. Sixteen States reported 400 new consolidated schools during the year 1933-34. The varying definitions of a consolidated school make it difficult to get accurate and comparable figures for this item. A consolidated school is usually considered to be a school formed by closing a number of smaller schools and bringing these together into a single larger school.

Three times as great

In 1933-34 there were 2,794,724 pupils transported in 77,042 vehicles provided at public expense. The number of pupils transported at public expense is over three times as great as it was during the year 1923-24. The number of vehicles provided to transport pupils does not include railroad trains, electric cars, boats, and busses, which only carry pupils incidental to their regular business.

The amount of public money spent for transportation in 1933-34 was \$53,907,774. This amount is less than in the two preceding bienniums but is still 19.2 percent more than the average for the six periods shown. The average amount spent per pupil transported is given in the table, where both the number of pupils and the amount of money were given for the same year. For the country as a whole

the average annual cost per pupil transported has gradually decreased from \$35.38 in 1923-24 to \$19.29 in 1933-34. The average annual pupil-cost varies greatly in the different States, due to climatic conditions, density of population, distance transported, length of term, and other factors.

ONE State shows the following enrollments in its one-room, one-teacher school districts:

Number of schools	Pupils enrolled per teacher	Number of schools	Pupils enrolled per teacher
2	1	1,501	16 to 20
23	2	630	21 to 25
75	3	320	26 to 30
160	4	119	31 to 35
202	5	55	36 to 40
1,821	6 to 10	23	41 or more
2,072	11 to 15		

In the above 7,003 one-teacher districts there are 100,362 pupils or an average of 14.3 pupils enrolled per teacher.

THE average daily attendance per teacher was 12.3 distributed as follows:

Number of schools	Pupils in average attendance per teacher	Number of schools	Pupils in average attendance per teacher
22	1	1,119	16 to 20
51	2	437	21 to 25
153	3	154	26 to 30
282	4	50	31 to 35
339	5	11	36 to 40
2,228	6 to 10	4	41 or more
2,113	11 to 15		

School Consolidation and Transportation 1933-34

State	Total number of school buildings in State	Number of 1-room schools	Total number teaching positions	Percent of teachers in 1-room schools	Number of consolidated schools		Number of pupils transported at public expense	Number of pupil transportation vehicles operated at public expense	Total amount of public funds spent for transportation	Average cost per pupil transported
					Total	Established in 1933-34				
1	2	3	4	5	6	7	8	9	10	11
Alabama	5,471	2,759	16,671	16.5	543		128,892	2,442	\$1,424,872	\$11.05
Arizona	705	150	2,834	5.3	176		14,028	150	259,411	18.49
Arkansas	4,646	2,621	11,810	22.2	353		49,532	1,169	502,609	10.15
California	18,720	1,519	39,197	3.9	198		103,774	2,754	2,604,469	
Colorado	2,965	1,738	8,760	19.8	287		26,348	1,564	646,943	14.55
Connecticut	1,348	365	9,581	3.8			32,597	524	777,675	23.86
Delaware	251	134	1,583	8.5	57	1	9,840	121	300,130	30.50
District of Columbia	172	2	2,793	.1			250		16,935	67.74
Florida	2,084	640	10,742	6.0			67,468	1,382	977,746	14.49
Georgia	6,269	3,170	20,035	15.8	1,120	133	124,696	2,288	1,278,049	10.25
Idaho	1,353	702	4,335	16.2	41		15,000	1455	336,227	
Illinois	15,517	9,990	45,136	22.1	110	2	24,117		506,222	
Indiana	4,128	1,498	20,216	7.4	376	2	201,236	8,191	3,706,579	18.42
Iowa	11,820	9,215	23,963	38.5	388		59,364	2,522	1,514,527	25.51
Kansas	9,411	7,167	17,123	41.9	196		7,207	2494	496,462	
Kentucky	7,943	5,537	16,605	33.3	303	6	31,142	778	446,495	14.34
Louisiana	2,987	1,228	12,490	10.0	385		116,820	2,380	1,546,918	13.24
Maine	2,345	1,642	6,119	26.8			21,870	2600	584,017	26.70
Maryland	1,546	710	8,226	8.6	329		42,241	862	883,850	
Massachusetts	2,726	399	26,889	1.5			61,772	1,100	1,819,830	
Michigan	8,585	5,957	31,469	18.9	243	1	18,545	2770	807,554	
Minnesota	8,929	6,765	20,674	32.7	413		41,706	1,979	1,559,191	37.39
Mississippi	5,736	2,763	13,667	20.2	907		136,000	4,761	1,892,604	13.92
Missouri	9,810	7,296	24,199	30.2	406		24,166	929	609,730	25.23
Montana	3,311	2,483	5,648	44.0	70	3	27,494	1540	540,283	19.34
Nebraska	7,554	6,068	13,829	43.9	71		4,470	181	239,226	53.52
Nevada	340	208	851	24.4	14	1	1,940		99,512	51.29
New Hampshire	892	476	2,870	16.6	27	3	9,816	914	425,635	43.36
New Jersey	2,051	225	25,915	.9	66		75,080	1,545	2,119,742	28.23
New Mexico	927	611	3,172	19.3	208		14,405	652	518,543	35.99
New York	11,416	7,251	78,512	9.2	498	7	89,546	5,560	3,811,343	42.56
North Carolina	4,803	1,502	22,472	6.7	951		236,170	4,082	1,552,769	6.57
North Dakota	5,552	4,492	8,175	54.9	447	6	27,090	342	657,119	24.26
Ohio	6,690	3,121	40,422	7.7	1,222	67	231,405	5,847	4,597,362	19.87
Oklahoma	5,868	2,500	18,543	13.5	474		85,000	1,800	1,132,903	13.33
Oregon	2,654	1,312	7,657	17.1	130		9,037	3348	688,044	
Pennsylvania	11,921	6,105	57,148	10.7	797	17	91,668	3,066	3,023,841	32.99
Rhode Island	438	64	3,961	1.6	28		14,349	108	144,595	
South Carolina	3,782	1,661	12,953	12.8	1328		50,100	1,460	810,379	16.18
South Dakota	5,128	4,539	8,524	53.2	104		6,359	509	227,413	35.76
Tennessee	6,008	2,987	18,720	16.0	903	11	43,855	1,240	916,094	20.89
Texas	11,844	2,934	41,739	7.0	1,540		153,884	3,204	1,754,916	11.40
Utah	721	65	4,005	1.6			25,715	414	494,756	19.24
Vermont	2,114	982	2,774	35.4	50		7,000		208,479	29.78
Virginia	5,134	2,675	16,411	16.3	889	124	93,822	1,707	1,171,129	12.48
Washington	2,423	874	10,291	8.5	410	16	71,940	1,961	1,331,633	18.51
West Virginia	6,093	3,928	13,503	29.1	1,089		57,444	711	855,371	14.89
Wisconsin	8,291	6,579	20,399	32.2	68		17,382	2,000	718,830	41.35
Wyoming	1,507	933	2,590	36.0	133		11,132	546	368,812	33.13
Total 1933-34	242,929	138,542	836,210	16.6	17,248	400	2,794,724	77,042	53,907,774	19.29
Total 1931-32	245,941	143,445	863,348	16.6	15,945	251	2,419,173	71,194	58,077,779	24.00
Total 1929-30	248,117	148,712	842,601	17.6	15,616	1,014	1,902,826	58,016	54,823,143	28.43
Total 1927-28	255,551	153,306	821,753	18.6	13,852	700	1,250,574	48,459	39,952,502	31.95
Total 1925-26	256,954	161,531	795,745	20.3	13,584	687	1,111,553		35,052,680	31.53
Total 1923-24	263,280	165,417	748,309	22.1	12,674	1,053	837,361		29,627,402	35.38

1 Data for 1932. 2 Data for 1930. 3 Data for 1928. 4 Estimated basis surrounding States. 5 Data for 1931. 6 Data for 1933. 7 Data for 1926. 8 Data for 1935.

New Government Aids For Teachers

★*Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

Publications

Decisions of the United States Board on Geographical Names. 26 p. (U. S. Board on Geographical Names, Department of the Interior.) Free.

A guide to uniform usage in regard to geographic nomenclature and orthography throughout the executive departments of the Government and particularly upon the maps and charts issued by the various departments and bureaus. (Drafting; Spelling; Geography.)

Children Under Institutional Care and in Foster Homes, 1933. 125 p. (Bureau of the Census.) 15 cents.

Data on dependent and neglected children under the care of public and private institutions or agencies, not including juvenile delinquents. (Sociology; Civics; Special education.)

Juvenile Delinquents in Public Institutions, 1933. 62 p. (Bureau of the Census.) 10 cents.

The public institutions covered in this bulletin include State, county, and city institutions, and two Federal institutions—the National Training School for Boys and the National Training School for Girls in the District of Columbia. (Juvenile delinquency; Sociology; Civics.)

Federal Reclamation Projects. 96 p., illus. (Bureau of Reclamation.) Free.

Descriptions of the various irrigation projects of the Bureau of Reclamation, which are carried out in pursuance of the Reclamation Act passed by Congress June 17, 1902, in order that arid and semiarid lands suitable for irrigation farming in 16 Western States might provide homes for citizens and make beneficial use of two national assets—land and water. (Engineering; Civics; Geography; Economics; Sociology.)

Monthly Report of the Federal Emergency Relief Administration, September 1 through September 30, 1935. 66 p. (Federal Emergency Relief Administration.) Free.

Summary of the activities of the FERA and the Federal Surplus Relief Corporation in September. Includes a comprehensive digest of State and territorial

laws relating to aid to dependent children in their own homes; a special article on production-for-use projects by P. A. Kerr; a study of F. L. Carmichael on "The Trend of Employable Persons on Relief in 13 Cities by Industrial Groups" and other reviews, summaries, tables, charts, and analyses. (Civics; Sociology; Economics.)

The Effects of the Depression on Wage Earners' Families—a second survey of South Bend. 31 p. (Women's Bureau, Bulletin No. 108.) 5 cents.

A survey of the community was made by the Women's Bureau in 1930 and this second survey of the same households has been made to ascertain what changes the later phases of the depression had brought about in employment, earnings, and the social and economic status of the families. Miss Mary Anderson, Director of the Women's Bureau, in the Letter of Transmittal writes: "The findings are eloquent testimony of the need of legislation for social security." (Sociology; Public health; Civics.)

The National Park Service announces new editions of the following three illustrated publications, single copies of which may be had free upon application:

Acadia National Park—Maine. 20 p.
Mount McKinley National Park—Alaska. 32 p.
Hot Springs National Park—Arkansas. 27 p.

Summary of State Hour Laws for Women and Minimum-Wage Rates. 54 p., charts. (Women's Bureau Bulletin No. 137.) 10 cents.

Mandatory minimum-wage laws are in existence in 16 States—California, Colorado, Connecticut, Illinois, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oregon, South Dakota, Utah, Washington, and Wisconsin. In all States but one the minimum-wage laws are applicable to women and to minors of both sexes. (Sociology; Legislation.)

Advertising in the Union of South Africa. 48 p., charts. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 829.) 5 cents.

Reliable and unbiased information for American manufacturers who contemplate the use of foreign advertising as an adjunct to their sales efforts. One section is devoted to a discussion of advertising mediums—newspapers, periodicals, outdoor advertising, street-car advertising, motion-picture slides, radio, and direct mail. (Advertising; Commerce; Geography.)

An Economic and Statistical Analysis of Highway Construction Expenditures.

56 p., charts. (Bureau of Public Roads.) 15 cents. (Civics; Economics; Engineering.)

The Story of Oysters. 29 p., illus. (Bureau of Fisheries, Fishery Circular No. 21.) 5 cents.

Contents: Biology of the oyster, oyster culture, oyster enemies, the oyster industry, sanitary regulations, food value of oysters, and 35 recipes for cooking oysters. (Biology; Home economics; Commerce.)

Bulletin of the Pan American Union, February 1936. 15 cents. (Order from the Pan American Union, Washington, D. C.)

Special Pan American Day numbers—one in English; the other in Portuguese.

Maps

The following progress maps of Federal-aid highway systems are available at the prices stated:

State	Corrected to—	Per set
		Cents
Arizona.....	July 1, 1935	20
Georgia.....	May 1, 1935	20
Nevada.....	July 1, 1935	20
Oklahoma.....	May 1, 1935	20
Oregon.....	June 1, 1935	20
Utah.....	July 1, 1935	20

These maps, compiled by the Agriculture Department, Bureau of Public Roads, show the status of improvement of the Federal-aid highway system in each State, regardless of whether the construction has been done with the aid of the Federal Government, by the States, counties, or townships. This series will be printed periodically to show any change in improvement of the highways. The maps are of uniform size, some States requiring two or more, and are so issued that they may be punched and put in a loose-leaf atlas. (Order from the Government Printing Office.)

Photographs

Copies of historical pictures in the War Department files are available for sale by the Army Pictorial Service, Signal Corps, Room 3413, Munitions Bldg., Washington, D. C. Most of them are 6½ by 8½ and sell for 30 cents. Those 8 by 10 cost 35 cents. The majority of the World War pictures are described in "General Catalogue of A. E. F. Photographs" (War Department Document No. 903) on file in the larger public libraries. Civil War pictures of forts and fortifications of the District of Columbia, Gettysburg, Pa., Charleston, S. C., and vicinity, and Tennessee; and old residences and churches in Virginia, Atlanta, and vicinity; and railroad engines, warehouses, roundhouses, etc., are also available. Further information may be obtained by writing to the Army Pictorial Service, Signal Corps, Room 3413, Munitions Bldg., Washington, D. C.

MARGARET F. RYAN

A Student Experiment in Government

THE George Washington Union is a new legislative forum of 101 delegates elected from the student body of the George Washington University. The union is dedicated to the study and discussion of the domestic and foreign policies of the United States as a contribution of the 7,000 students of the George Washington University to the reconstruction of the national economic and social system of the country. It is liberal and progressive in spirit, but it is more conservative than many of the youth organizations which have been spreading in American educational institutions.

The idea of a union was first conceived last spring. A group of 12 students met and discussed ways and means of interesting George Washington University students in planned discussions of national and international affairs after the manner of the National Congress. Precedent for the idea was found in the Oxford and Cambridge unions in England, and the Yale Political Union in this country. Plans have been carefully carried forward. There have been speeches by prominent leaders in American life, intramural debates have been held, pamphlets have been written, and the press, both university and metropolitan, have commented at length on the union idea.

Proportional representation

The union, which was seated 3 months ago by a university-wide ballot, is composed of 101 members elected from the university student body on a basis of proportional representation. The union itself is composed of three political parties—Right, Center, and Left. Briefly, the party of the Right stands for laissez-faire attitudes in public administration; the Center advocates sane progress through Government regulatory bodies, while the Left stands for social ownership and operation of natural resources and major basic industries. In campus-wide election, the Center captured 55 seats; the Left, 24 seats; and the Right 22 seats.

There are noteworthy features about the union—first, that its inception took place in the National Capital, the seat of the Government of the whole people; second, that the union is composed of three separate and distinct political factions, each having an integrated social

philosophy—this is significant in view of the changes occurring in the national political set-ups; third, that the union was elected on a basis of proportional representation; and fourth, that it is conducting its deliberations on a committee-system basis after the manner of the United States Senate.

A testing laboratory

It seems evident that the George Washington Union will not only provide an atmosphere and testing laboratory for the acquisition and exchange of ideas, but it will likely set up a mechanism for obtaining practical experience in politics, parliamentary procedure, and group leadership. In a larger sense, the union will undoubtedly stimulate a more thorough consideration of the basic factors which determine national policy; will awaken among college-trained people a keener sense of responsibility for intelligent and active participation in public affairs; and will aid students to acquire an appreciation of the values of citizenship.

The union has set a high standard for itself, its method and technique seek to be intelligent and well thought out. Its success can be judged only on the attitude of its members, and the relatively significant results of its deliberations as they affect each member in his thoughts and later actions in the world beyond the university.

C. S. WILLIAMS

Training the Camp Adviser

[Concluded from page 208]

vited to address various sessions. Afterwards, advisers gather in informal groups to discuss in detail the speakers remarks.

Each of the corps areas, from time to time, provides camp advisers with information bulletins concerning particular phases of their work. Three corps areas recently established a monthly bulletin service for advisers.

"The purpose of this bulletin", states the Second Corps, with headquarters in New York City, "is twofold: first, it makes available for all camp advisers successful inventions or adaptations which have been in particular camps; secondly, it presents educational mate-

rials and news of activities in kindred fields which have value for camp advisers and their programs."

Further publications dealing with timely topics are issued periodically by the corps area headquarters. The First Corps, comprising the New England States, recently published a study on "Vocational Guidance and Counseling" which was written from the standpoint of CCC needs. Collaborating in this work were two Harvard professors, two professors of Boston University, and the assistant superintendent of schools in Providence, R. I.

In the Third Corps, with headquarters in Baltimore, Md., special committees of advisers have been set up to study CCC educational questions and to publish their findings. These committees, ranging from 5 to 15 members, go into such questions as units of instruction, counseling and guidance, visual aids, camp newspapers, and use of radio broadcasts.

The Ninth Corps Area, bordering on the Pacific Coast, has developed a special correspondence course for the further training of advisers. Dr. J. B. Griffing, the Ninth Corps adviser, describes this course as follows: "A program of intensive training and testing in the various fields of educational activity related to the camp program has been prepared by the corps area headquarters office. This program consists of required study of specific items and a series of examinations to be accomplished by all educational advisers in the corps area."

About one-third of the 77 districts are now issuing district pamphlets or newspapers dealing with local developments.

Projected training conferences

A number of corps areas are already laying plans for adviser-training conferences to take place next summer. Several colleges and universities have again offered their facilities for this purpose. Profiting by past conferences, corps-area officials plan to integrate their conference programs more effectively and offer the adviser greater opportunity to gather information on specific topics. Advisers will receive more complete training in such subjects as counseling and guidance, educational administration, curricular activities, job analyses, vocational education, teacher, foreman, and leadership training, philosophy of adult education, and recreation.

These and other devices for raising the CCC teaching personnel are under current consideration. CCC educational officials are fully aware of the necessity for keeping camp advisers prepared at all times to meet the unique problems incidental to their work.

Electrifying Education

SARAH McLean Mullen is author of *How to Judge Motion Pictures*, recently published by *The Scholastic Magazine*. This booklet will serve as a practical guide for high-school students in judging motion pictures and in organizing motion-picture clubs in schools.

High-school teachers indicate that the reviews of current motion pictures in the *Hollywood Spectator* (6513 Hollywood Boulevard, Hollywood, Calif.) are very useful to them in judging forthcoming theatrical films.

During the past few months the use of windchargers for battery radios has met with favor in many rural schools where electric current is not available.

Teachers who use motion pictures in school will want a copy of the new Victor 16-mm Film Source Directory, which is available free from the Victor Animatograph Corporation, Davenport, Iowa.

A reprint of *How to Judge a Radio Program*, an article which appeared in the January 11, 1936, number of *Scholastic*, can be had by dropping a postcard to I. Keith Tyler at Ohio State University, Columbus.

The Seventh Annual Institute for Education by Radio, to be held at Columbus, Ohio, May 4-6, will be given to a consideration of radio technique. Programs and further information may be obtained from Dr. W. W. Charters, Director, Bureau of Educational Research, Columbus, Ohio.

Copies of a list of recent publications on radio and visual education prepared in the United States Office of Education may be obtained free from the Editorial Division.

The Arsenal Technical School of Indianapolis has added a course in radio servicing, dealing with assembling, installing, adjusting, repairing, and operating radio sets and centralized radio

systems. Every student in the school has the opportunity of trying out in radio speaking.

More than \$25,000,000 worth of radio apparatus was exported from the United States during 1935, according to compilations by the Radio Manufacturers Association from official export statistics of the United States Bureau of Foreign and Domestic Commerce.

Teachers interested in obtaining British instructional films should communicate with the British Film Institute, 4 Great Russell Street, London.

Work on the National Visual Instruction Survey is progressing nicely. More than 9,500 reports have been received and are being tabulated. Those who received blanks but have not sent in their reports should do so immediately.

CLINE M. KOON

F. F. A. News Bulletin

Northeast.

F. F. A. boys of the Northeast had a big part in the recent Poultry Industries Exposition, held in New York City. Previous to the exposition, boys from the various chapters competed in an essay contest on the subject, "The Value of the Poultry Industries Exposition to the Poultry Industry." The contest was won by Richard Kreitzer, Willimantic, Conn.; second award went to Hugo Heise, of Lambertville, N. J.; and third award went to George Markland, of Willimantic, Conn.

Georgia.

In Georgia, two Future Farmer contests were completed and winners announced during the month of February. One consisted of a 2-acre cotton production contest. The following four Future Farmers were awarded cash prizes of \$50 each for making the best records in economical production of cotton in the four vocational districts of the State: Jack Hathcock, Sylvester; Halwood Anderson, Graymont; Roy Heaton, Hartwell;

and Chambers Almon, Franklin. The highest yield, which consisted of 6,337 pounds seed cotton on 2 acres, was made by Roy Heaton.

The other contest was a fertilizer demonstration. Cash prizes of \$50, to be used in purchasing radios, were awarded to the following chapters: Sylvester, Vidalia, Nancy Hart, and Southwest DeKalb. Members of these chapters are now preparing to listen in regularly to the National F. F. A. radio broadcasts.

Missouri.

Plans were completed at the National Stock Yards on February 29 for a spring fat lamb show June 4 and 5 and a fat barrow show the first week in September for the Future Farmers of Illinois and Missouri.

Louisiana.

Six F. F. A. districts of the Louisiana association are holding rallies at which many contests will be held in the districts, as well as district meetings.

The Tri-Parish Fair and the Mid-Winter Fair—both in southwest Louisiana—held special F. F. A. days. The Louisiana State Fair officials as well as other fair officials are making arrangements for special days at their fairs to feature the Future Farmers of America.

Wisconsin.

Parmley Harris, who received the American Farmer Degree of the F. F. A. in 1931, is now the teacher of vocational agriculture and local chapter adviser at Spring Green in the Badger State.

California.

The new Delta Vista chapter at Rio Vista High School has a wide activity program planned. Every month, the chapter has a dinner, and a number of field trips are being programmed. Most important is a junior bass derby, to be held this spring for Future Farmers throughout the State who like to fish. It will be modeled in general on the plan of the famous bass derby held annually for adult fishermen.

State Associations.

William Shaffer, national president for the Future Farmers of America, attended the Fort Worth Fat Stock Show March 14 and the Oklahoma City Fat Stock Show on March 23 and 24.

The following F. F. A. State associations are holding their State conventions during the month of April: Arizona, April 3 and 4; Hawaii, April 8 to 11; Tennessee, April 24 and 25; Montana, April 30 and May 1; and Oregon, April 30, May 1 and 2.

W. A. ROSS

Hawaiian Public Schools

[Concluded from page 206]

commissioners appointed by the Governor is responsible for legislative and judicial functions and a superintendent of public instruction, also appointed by the Governor, is executive officer of the board and administrative officer in charge of all the schools of the Territory. The schools are financed from Territorial funds allocated by the legislature. The budget is prepared by the board of school commissioners.



School Gardens Prevail in Honolulu Schools.

As one result of central administration Hawaii probably approaches more nearly the goal of equitable educational offerings for all children throughout the system than do most of the States. The organization is set up to provide the same type of service (administrative, supervisory, and instructional) throughout the islands regardless of location, rural or urban, for example; of race, such as segregation on a racial basis; or of other conditions which so often result in disparities and inequalities in educational opportunities in State school systems on the mainland. Supervision is furnished from the central office through eight supervising principals, each in charge of an assigned supervisory district. Due to the depression curtailments made in the central office have had especially disastrous effects on the supervisory staff.

Toward the progressive and practical solution of classroom problems concerned with preparing young people of the varied groups prevailing in Hawaii for citizenship in our democracy, definite steps have been initiated or are well under way. As one practical means toward the goal individual schools, especially intermediate and high schools, assign definite and important responsibilities to pupils as individuals and in groups, especially through school government and class organizations. Among these responsibilities are janitorial duties within school buildings; yard duty of various types, including keeping order on school grounds; supervising recreation among groups of

pupils during recess or physical education periods; assisting, usually in small groups designated for specified periods and tasks, in the preparation of meals in school cafeterias; collecting money from purchasers, and the like. Rarely does one find in organized systems on the mainland as much delegation of responsibility for tasks not directly part of the formal instruction with as little apparent friction as was observed in a number of schools, large and small, in the Hawaiian system.

Health and citizenship training

School cafeterias as managed and supported in Hawaii are distinct contributors to training in health and citizenship. One objective in Hawaii as elsewhere is that of encouraging children to form good habits in food selection. To this end the Territorial supervisor of home economics is also director of cafeterias. Menus in all schools must comply in content with certain regulations set up in the central office as, e. g., serving a given percentage of vegetables and fruits with each meal. In general the cafeteria manager is a member of the school staff whose salary is paid in part from Territorial funds and in part from proceeds of the cafeteria. While prices are exceedingly reasonable—a hot main dish usually costs 5 cents—the cafeterias are self-supporting.

The Territorial department includes health and dental services. The former, in cooperation with the Territorial Department of Health, provides a health examination for all children upon entering school for the first time and thereafter when conditions demand. School nurses are employed and their services in some schools are supplemented by services of nurses employed by plantation authorities. (Plantations throughout the islands furnish medical service and hospitalization for employees and their families.) Vision-testing and eye-correction services are provided and a broad tuberculosis education program, including tuberculin testing and X-raying in the schools.

A dental hygiene program has been under way in Hawaiian elementary schools since 1922. A Territorial supervisor in the central office is in charge of the dental program assisted by a staff of oral hygienists stationed in assigned districts.

These provisions are illustrative of a forward-looking educational program in Hawaii.

Editor's note.—Next month SCHOOL LIFE will present another article by Mrs. Cook on Hawaiian educational problems.

State Funds and Higher Education

[Concluded from page 215]

items. Although the actual amount of the appropriations eliminated in the case of New Mexico did not reach in volume that of the other States, it is proportionately as large considering the total State funds appropriated for the support of the institutions.

Other States where the Governor recently vetoed items in appropriation bills were Kentucky, Pennsylvania, and Wyoming. The Governor of Kentucky vetoed six items for the University of Kentucky amounting to \$100,531 in the appropriation act passed by the legislature in 1933. Among the items was the appropriation for the maintenance of a summer session. Two of the State's Negro industrial colleges had items of \$20,000 each vetoed by the Governor at the same time. In 1935 the Governor of Pennsylvania struck out, by veto, parts of three items amounting to a total of \$548,468 in the appropriations for the Pennsylvania State College. Similarly the Governor of Wyoming vetoed \$10,000 in an item to the University of Wyoming for the maintenance of agricultural experiment farms.

In summation, it appears that a distinct trend has recently developed for governors to exercise greater influence over State universities and colleges through the control of the amount of State funds appropriated for their support. By the veto of 333 items or parts of items in appropriation bills, the governors of six States have eliminated approximately \$3,500,000 from the appropriations of the institutions.

St. Louis Meeting

[Concluded from page 218]

We believe, therefore, that the time has come when the schools of the United States should seriously attack the problem of introducing economic understandings and experiences suitable to children of every age level as an integral part of our curriculum, applying to the problem those techniques of curriculum-construction and method which have been so successful with other materials of instruction. to the masses through a democratic form of government. Public education must, therefore, reconsecrate itself to the task of maintaining democratic ideals in the midst of social and economic adjustment.

2. The public school can help make democracy safe for the world. We recognize that the special privilege, ignorance, and selfishness within our gates are enemies even more menacing than any that may be threatening from without. We urge, therefore, that the instructional program should aid pupils to a clear recognition of these enemies of democracy in order that those who will soon participate in society may the more fully attack its problems in a spirit of intelligent patriotism.

3. We recognize that many of the most critical problems facing the American people today are economic in nature. We also recognize that the American people are economically confused and that we are in imminent danger of making serious mistakes from which it will be difficult for the country to recover.

Educational News



In Public Schools

COOPERATIVE EDUCATIONAL RECORD.—A cumulative record of data kept cooperatively by teachers, parents, and pupils, has been prepared by the public schools of Denver, Colo. The record forms included "are intended to help pupils accumulate accurate evidence of their growth and of their ability to meet important life situations."

AN OFFICIAL SCORE CARD for graded elementary schools has been published by the State Department of Public Instruction of Montana for accrediting graded elementary schools in that State. Certain points for scoring are included under each of the following headings: Playground and outbuildings, the school building, school equipment, organization and instruction, pupil responsibility, cooperation of board of trustees, and community spirit.

CHARACTER EMPHASIS IN EDUCATION for Elementary and High Schools is the title of a bulletin issued by the State of New Jersey Department of Public Instruction, Trenton. The department has also issued a bibliography which contains 715 references on character education.

THE TEXAS STATE DEPARTMENT of education recently issued a Handbook for Curriculum Development. It contains the following chapters: Major Principles, Plan of Organization for Production, Reports of Committees, the Production of Units, The Reviewing and Assimilating of Contributions from Teachers, Check-Lists for Evaluating Courses of Study, Organization and Administration, Teaching Beginning Mexican Children.

THE MICHIGAN COUNCIL ON EDUCATION, representative organization of 30 State educational associations, in its session at Ypsilanti, January 16, emphasized the need for an enlarged State board of education to be elected on a

nonpartisan basis; the appointment of the State superintendent of public instruction; and urged its member groups and all citizens interested in the welfare of education to support actively movements to amend the State constitution so as to provide for these ends. The council further endorsed the State board of education's plans for the formation of the Michigan Advisory Commission on Education, whereby lay and professional groups might seek the solution of educational problems through cooperative thinking and planning.



William H. Bristow.

William H. Bristow has recently become general secretary of the National Congress of Parents and Teachers, with headquarters in Washington, D. C.

Mr. Bristow was formerly director of the bureau of school curriculum for the Pennsylvania State Department of Education, and prior to that he served as assistant director of secondary education for Pennsylvania.

The National Congress will hold its fortieth annual convention at Milwaukee, May 11 to 15. The general theme for the convention is: Relation of the Home to Character Formation.

THE SUPERINTENDENT of Schools, Poughkeepsie, N. Y., was authorized by the board of education in 1930 to organize libraries in the elementary schools. Since that time libraries have been developed in the schools, ranging from 1,400 to 3,000 volumes. All librarians must possess a limited library certificate by September 1, 1936, and a permanent certificate not later than September 1, 1941. The superintendent of schools in his report for 1935 says: "The development of these libraries in our schools is undoubtedly one of the most important steps which has been taken in a long time."

W. S. DEFFENBAUGH

In Colleges

THE SECOND ANNUAL SURVEY of the National Institutional Teacher Placement Association is available by addressing the president of the association, Dr. James G. Umstattd, University of Minnesota, Minneapolis, Minn., or Pauline E. Botty, secretary, State Teachers College, Buffalo, N. Y. The information about employment is timely and concerns the number of persons qualified to teach who were graduated between September 1934 and September 1935, and the number of that group who were in full-time teaching positions on January 1, 1936. Comparisons are also made with the graduates 1 year previous.

Of the 41 land-grant institutions reporting in 1934-35, 7,020 persons were graduated qualified to teach and 4,766 (68 percent) placed, compared with 56 percent for the previous year.

Of 76 State teachers colleges reporting in 1934-35, 13,698 were graduated qualified to teach and 9,478 (71 percent) placed, compared with 63 percent for 1933-34.

Of the 48 private nondenominational institutions reporting in 1934-35, 2,901 were graduated qualified to teach, and 1,479 (51 percent) were placed before January 1, 1936, compared with 35 percent for the previous year.

Of the 95 denominational institutions reporting in 1934-35, 4,084 were graduated qualified to teach, and 2,386 (58

percent) were placed, compared with 45 percent for the previous year.

Of the 260 institutions reporting in 1934-35, 27,703 students were graduated qualified to teach during 1934-35, and 18,109 (65 percent) were placed before January 1936, compared with 56 percent for the previous year.

By regions the following sections of the United States were highest in placements: West Central 79 percent; Southern 77 percent, Central 66 percent, Western 64 percent, Middle Atlantic 54 percent and New England 44 percent.

Ranked by percentage of placement, 13 States placed more than three-fourths of their graduates: Mississippi 94 percent, Florida 92 percent, South Carolina 92 percent, Washington 88 percent, Oregon 86 percent, South Dakota 86 percent, Kentucky 85 percent, North Dakota 84 percent, North Carolina 83 percent, Iowa 79 percent, Colorado 78 percent, Maine 77 percent, and Arkansas 76 percent. Six States placed fewer than one-half: Connecticut 47 percent, New Jersey 43 percent, Louisiana 39 percent, Vermont 37 percent, New Hampshire 34 percent, and Massachusetts 34 percent.

TEACHERS' ASSOCIATIONS in 17 countries are discussed in the 1935 Yearbook of the International Institute of Teachers College, Columbia University. This study represents an international survey of the work of teachers' associations—the first of its kind—including articles on the history, organization, activities and welfare of teachers' associations of the Argentine Republic, Australia, Brazil, Canada, Czechoslovakia and a dozen other countries.

HELL-WEEK as a traditional feature of fraternity initiation practices of Theta Chi at North Dakota Agricultural College has been abolished. The new plan consists of a constructive pre-initiatory week instead of horseplay and it is expected that other fraternities of the college will soon take similar action.

TESTS IN PHYSICAL EDUCATION are being made on freshmen at the University of Vermont to determine as accurately as possible rating in athletic ability. The tests used were developed by Frederick W. Cozens at the University of Oregon and were given in the

fall to classify freshmen and sophomores according to athletic ability whether above average, average, below average, or inferior. Twenty-five men were classed above average.

HOTEL MANAGEMENT COURSES are offered in three higher institutions in the United States—Cornell University, Michigan State College, and Washington State College. At the latter institution an annual scholarship of \$100 has been created by the Spokane chapter of the Hotel Greeters to be given to a qualified senior student.

PROBLEMS OF MARRIAGE AND THE FAMILY are two courses of increasing popularity at Washington State College; 130 students have enrolled in the former and 70 in the latter. Prof. Carl E. Dent states that students are interested in learning what their problems are in this field; finding out why they are faced with these problems; and learning of the nature of the institutions of marriage and family.

OCCUPATIONS OF PARENTS of students at Pennsylvania State College this year are as follows: Industrial occupations, 875; artisans, 811; mercantile pursuits, 793; professions, 684; miscellaneous, 567; agriculture, 448; clerical, 321; officials, 197; and unclassified, 133. Children from all walks of life are admitted on the same basis—presentation of evidence of scholastic ability, and 42 different courses of study are offered them: Agriculture, 14; chemistry and physics, 5; education, 5; engineering, 8; liberal arts, 3; mineral industries, 6; and physical education, 1.

In Ohio State University an investigation was recently made into the question "Is a student, taking up the same business or profession as his father, more successful in college, by reason of the home environment than the one who selects another occupation?" Tabulations showed top ratings in the honor lists to be shared equally by the children of engineers and laborers, with the sons and daughters of merchants and business executives only slightly behind. In another group, all with equal ratings when their proportions to the total enrollment are considered, are the children of farmers, office workers, salesmen, and teachers. Students with parents in 60 different vocations won honor rating at Ohio State last quarter. No son of a dentist made the dental honor list. In education the honor list included 130 names, but only 10 were children of teachers. Four of the star students in

veterinary medicine are sons of veterinarians, as against 46 who are not. Ten of 37 high-ranking engineering freshmen seem to be following in their fathers' footsteps. In agriculture and commerce about half of the honor students are taking up the same lines of work as their fathers. In pharmacy 3 or 37 high-ranking students were children of pharmacists.

ATHLETIC PROBLEMS are on the way to solution at Boston University where the school of education is presenting a course for school administrators, coaches, teachers of physical education, and athletic directors—"A Survey of Inter-scholastic and Intercollegiate Athletics."

HIGH-SCHOOL CORRESPONDENCE study courses conducted by the North Dakota Agricultural College are supervised free of charge for 540 students. Under the new law passed by the North Dakota Legislature last session, English, algebra, general science, world's history, junior business training, plane geometry, biology, typewriting, and bookkeeping were studied by pupils who would not have had an opportunity to take high-school work otherwise because of financial circumstances or ill health. The plan requires all students not disabled to attend school regularly; the work, however, is corrected at the university's correspondence center. A provision of the law allows crippled and disabled young people to take the courses regardless of whether or not they live in a town where there is a high school.

THE STUDENT GOVERNMENT CONVENTION held its first annual meeting at the University of Texas last February 28 and 29 with 32 student officials from 12 Texas colleges and universities represented. The 2-day program was devoted to all phases of college student government from textbooks to extra-curricular activities.

THE UNIVERSITY OF KENTUCKY undertook recently to find an answer to the question "Why do students go to one college in preference to another?" By questionnaires to the freshmen it was learned that the major reason was, the number and diversity of courses available followed by low costs, type of professors, libraries, buildings and equipment, prestige of a State university, promise of help or job, and persuasion from alumni friends.

WALTER J. GREENLEAF

In Educational Research

THE MEETINGS of the American Educational Research Association at St. Louis centered around the use of research by teachers and principals. Very definite thinking took place in regard to specific application of research and about the problem of dissemination of research findings. A committee report on the use of research in reconstructing education brought out forcibly the need in city school systems of supporting some sort of research agency to not only carry on research but to coordinate the initiative and efforts of the total teaching force.

ONE OF THE FIRST ATTEMPTS at the objective evaluation of different methods used in child guidance clinics is reported in the American Journal of Orthopsychiatry for October 1935. As is known, the diagnosis and treatment of problem children in these clinics is comprehensive and thorough. Usually there is a medical examination, physical examination, mental and educational examination, and investigations of the family from which the child comes, the personal history of the child, and the direct causes leading to the referral to the clinic. The treatment of each case depends upon the interpretation of the various facts obtained in the examinations and investigations. In different types of child guidance clinics the emphasis on these facts will differ and the treatment recommended for the problem cases will consequently be different. In this study Dr. Helen Witmer points out that the number of problem cases cured in different types of clinics is about the same. Guidance by these clinics seems worth while, but the particular factors or elements which determine their success are apparently not yet known.

WASHBURNE of WINNETKA is carrying on a controlled experiment to determine the long time effect of deferring formal arithmetic teaching until the middle of the second grade. To date the experiment shows that the lack of instruction in the first year and one-half is easily made up in the course of a year's instruction.

WE USUALLY THINK that pupils who take academic work in our schools are more likely to be adjusted in school and in life after leaving school than those pupils who are put into special vocational

or other classes. An enlightening study of the subsequent careers of boys enrolled in a vocational school has been made by Dr. Florence Dunlop in the Ottawa, Canada, public schools. She has compiled data about the boys trained in this school regarding such items as the occupations followed, variations in the home environment, and their general intelligence. The conclusions are important for counselors of youth and for those who have to do with shaping a school system's program. This study is published by the author at Ottawa, Canada.

MARGARET S. QUAYLE'S *A Study of Some Aspects of Satisfaction in the Vocation of Stenography*, published by the Bureau of Publications, is an investigation of the problem of the liking of the working girl for her job. Data for satisfied stenographers and dissatisfied stenographers were collected in relation to occupation of father, method of selecting occupation, intelligence, position among sisters and brothers, salary, occupational interest as measured by Manson's Occupational Interest Blank, ability as indicated by the scores on the Minnesota Vocational Test for Clerical Workers, and others. This author uses these data as a point of departure in her analysis of satisfaction and does not assume that the pattern of traits observable in satisfied stenographers is the desirable pattern for stenographers as has been done in other studies of occupational fitness. Her analysis of the total situation is a valuable example of good interpretation of research findings.

DAVID SEGEL

In Other Government Agencies

Indian Service



Teeth-Cleaning Time at Indian Nursery School, Rosebud, South Dakota.

CLAUDE M. HIRST, former director of Indian Education, California State Department of Education, has been appointed Director of Education for Alaska,

with headquarters at Juneau. He will be responsible for directing the education of 19,000 Eskimos and the 11,000 Indians inhabiting Alaska, and will supervise the work done in 96 community day schools and 2 boarding schools.

THE PEACE SPRINGS, Ariz., day school has an active P. T. A. organization and has been doing some very good work, according to Frost Querta, president of the association. Organized a year and a half ago, it now has an almost 100-percent membership.

DOROTHY DUNN, teacher of fine and applied arts, Santa Fe Indian School, reports that two of her students, at the request of Dr. Edwin R. Embree, president of the Julius Rosenwald Fund, painted the murals for his Chicago offices. Since it was impossible for the students to work directly on the walls, the work was done in the Santa Fe studio, in oil on heavy composition board, about 5 by 7 feet in size and later installed in Chicago. Representing American Indian art, the two murals will form part of an exhibit planned by Dr. Embree uniting the arts of many races.

WARD SHEPARD, adviser to John Collier, Commissioner of Indian Affairs, has been granted leave of absence to become director of the Harvard School of Forestry, of which he is a graduate. Dr. Conant, president of Harvard, has announced that Mr. Shepard will study the possibility of strengthening and expanding forestry instruction at Harvard in the direction of advanced preparation of carefully selected students, not only in the biological aspects of forestry, but also in the complex economic, legislative, and financial problems connected with the substitution of forestry for destructive forest liquidation.

CLASSES IN RADIO MECHANICS, field engineering, music, cooking, and first-aid are being held, reports an Indian Emergency Conservation Work foreman from Blackfeet, Mont. Other classes are awaiting instructors.

In Other Countries

WITH THE INAUGURATION of Hon. Edwin Barclay as President of Liberia on January 6, 1936, this Republic of former American slaves and native Africans entered upon a 3-year program of educational development that is planned

to put a government school into every native village throughout the 2 million population.

Several American educators have been called to assist in this program. The last to go was Dr. J. H. Furbay of the College of Emporia, who took up his duties January 1 as director of teacher-training at the College of West Africa, in Monrovia, the Capital. Prof. R. L. Embree of Schenectady, N. Y., is in charge of the establishment of the interior schools. A 500-acre tract of land has been set aside in the interior for the "Booker T. Washington Agricultural and Industrial Institute", which is being supervised by Mr. C. D. Rupel, a California agriculturist and educator, and by Mr. J. B. Coles, Negro from Caladega College.

As the first step in the educational program, a national exhibition of agriculture and industry was staged on a 15-acre fair grounds near Monrovia in January to acquaint the natives with the work now being done in the schools along the coast. Over 500 native chiefs brought their best men to see the exhibits which were on display for 10 days. On the final day, the natives gave an elaborate demonstration of the native music and dances. The establishment of schools throughout the interior is welcomed by the natives, for they have had none up to the present time.

JAMES F. ABEL

Current Meetings

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 24 and 25.
AMERICAN ASSOCIATION OF MUSEUMS. New York, N. Y., May 11-13.
AMERICAN COUNCIL ON EDUCATION. Washington, D. C., May 1 and 2.
AMERICAN LIBRARY ASSOCIATION. Richmond, Va., May 11-16.
ASSOCIATION FOR CHILDHOOD EDUCATION. New York, N. Y., April 28-May 2.
ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE CENTRAL WEST AND SOUTH. Detroit, Mich., May 1 and 2.
ASSOCIATION OF UNIVERSITY AND COLLEGE BUSINESS OFFICERS. Fayetteville, Ark., May 7 and 8.
NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN. Philadelphia, Pa., April 30-May 2.
NATIONAL CONGRESS OF PARENTS AND TEACHERS. Milwaukee, Wis., May 11-15.
NATIONAL FORENSIC LEAGUE. Oklahoma City, Okla., May 4-9.
NATIONAL LEAGUE OF WOMEN VOTERS. Cincinnati, Ohio, April 27-May 2.
NATIONAL RESEARCH COUNCIL. Washington, D. C., April 29.
NATIONAL UNIVERSITY EXTENSION ASSOCIATION. Baton Rouge, La., May 15-17.
NEW ENGLAND ASSOCIATION OF COLLEGE TEACHERS OF EDUCATION. Boston, Mass., April 24.
NEW ENGLAND MODERN LANGUAGE ASSOCIATION. Boston, Mass., May 8 and 9.
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., April 22-25.

MARGARET F. RYAN

From Hamburger to Books!

PICTURE NO. 1 is a hamburger stand at Port Neches, Tex., that has been con-



verted into a branch of the Jefferson County library through the efforts of the Lions Club.

The school children liked it. So did the adults. In 7 months they forced the circulation up to 2,200 a month. Something had to be done, so the Lions Club swung into action again.

They solicited money, materials, and labor for a building, and the sturdy little white structure as it looked on its dedication day is seen in picture no. 2. This branch has been such an inspiration to the county that the same Lions Club has sponsored the building of two other branches in nearby towns.



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4:45 PT

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Friday, 6:35 EST "Have You Heard?"

5:35 CST

4:35 MT

3:35 PT

A series of dramatized facts of science and nature. NBC coast-to-coast blue network.

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